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ABSTRACT

Intended as a resource and guide for teacher educators, the document presents information on training in vocational programming for special needs disadvantaged and handicapped students in public schools, with emphasis on the adolescent and adult population. Section I reports on the current situation in preparation of vocational and special education personnel to work with special needs students. Guidelines and strategies for teacher education coordination are considered in Section II. Section III describes 25 specific programs preparing personnel to serve special needs students and special needs personnel. Usually included in each description are names and addresses of staff members, an overview of the program, a brief outline of purpose and offerings, and some future program directions. In Section IV, 12 existing programs for special needs students are briefly described. Section V provides two action plan instruments, one for a university-based institution and the other for action at the local education agency level. A bibliography of approximately 30 resources for special needs personnel preparation and a bibliography of instructional resources displayed during two national teacher education workshops are presented in Section VI. The final section consists of a guide to obtaining federal assistance for special needs vocational and career programming. (IM)

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PREPARING VOCATIONAL AND SPECIAL EDUCATION PERSONNEL TO WORK WITH SPECIAL NEEDS STUDENTS: A TEACHER EDUCATION RESOURCE GUIDE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A Product Generated From The:

National Teacher Education Workshops on Vocational Education for Special Needs Students
January and October 1976

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FOREWORD

This monograph is not for everyone. It is designed for a special group of teacher educators who have unusual characteristics. These teacher educators are:

a. convinced that work is one of the most important elements in life, and that it is equally important for special needs students.

b. confident that workers are more likely to be satisfied and productive if they have an opportunity to explore and prepare for the careers they plan to undertake, and sure that this is as important for special needs students as it is for their teachers.

c. committed to better education in public schools for adolescent and adult disadvantaged and handicapped persons, and ready to make this happen through changes in the teacher education programs with which they work.

The goal of the authors is to make such teacher educators less rare.

The contents of this document are drawn from the experiences of innovative teacher educators who are willing to share their problems as well as their successes. It is intended to be used in improving what now exists and to foster further communication as we all learn more about what we have been doing wrong and can do better.

We hope that, as the title suggests, it will be both a resource and a guide.

Rupert N. Evans
Project Director

Introduction

The amount and intensity of interest in the past year by teacher educators concerning their roles and responsibilities in vocational programming for special needs students has been encouraging. The participation of teams of vocational and special education teacher educators in the two national workshops at the University of Illinois and a third at the University of Kentucky has reflected a readiness for action planning in this area. This document has been prepared to serve as a continuing resource for those teacher education programs that are already involved in program development and as a stimulus for others who are ready to make commitments in this direction.

It is difficult to know what kinds of information will be most helpful in a document of this type. On the one hand, there is a small, but developing body of information which exists concerning issues, trends, and considerations in preparing personnel to provide vocational programming for special needs students. On the other hand, clear-cut solutions and "pat" answers are definitely not available (or appropriate) in such an emerging movement. Our response to this situation has been to try to bring together those kinds of ideas and sources of information that have been reported to have been helpful to others in their planning and development thus far. It is also intended to provide a resource package that will provide generalizable guidelines, while at the same time, will suggest specific alternatives for the wide range of needs in the field.

While each section is important in its own right, there is no doubt that the specific alternatives that are presented in the program descriptions of Section III are the heart of this document. Admittedly, this section may be the most difficult to read, because more questions than answers may emerge from such condensed, abbreviated descriptions. Readers are urged to read them as "idea stimulators" for their own situations, rather than as recommended intact models to be selected for implementation in another setting. If read this way, the tendency to read critically and negatively may be alleviated.

Time did not permit a field-testing of this resource document as originally planned. It would have been helpful to have had reactions from the field as to the relative value of the document as a whole and its components, so that revisions could be made. Since such reactions were not available the editors depended upon their own judgment and the helpful consultation of colleagues. Reader or user reactions are still encouraged, however, as such responses may lead to future efforts to improve this document or others designed for a similar purpose.

The authors are indebted to a number of individuals and agencies for their contributions to this resource guide. Dr. Rupert N. Evans, Professor of Vocational-Technical Education and Project Director, provided important aid and advice during the planning and editing stages. Kurt Braun, Project Coordinator, offered many helpful suggestions for organizing the contents of this document.

The Bureau of Educational Research staff, under the direction of Dr. William P. McLure, were very supportive. Secretaries Carma Diel, Karen Chelsvig, Louine Friese, Winifred Nelson and Shirley Lockard

provided competent and efficient clerical assistance. A special thanks to Ms. Lockard for exhibiting an exceptionally high tolerance level while being constantly bombarded with additional materials to be typed.

Appreciation is extended to the authors and publishers for their permission to reprint the articles appearing herein.

Finally, the editors wish to extend their sincere gratitude to the special and vocational educators involved in the two national workshops at the University of Illinois. Their continuing commitment to the preparation of special needs personnel and willingness to share professional activities with their colleagues served as an inspiration for organizing this guide.

It is hoped that this resource guide will be of value to all vocational and special teacher educators who are responding to the vocational needs of handicapped and disadvantaged students.

Len Albright

Gary M. Clark

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SECTION I

PREPARING VOCATIONAL AND SPECIAL EDUCATION PERSONNEL TO WORK WITH SPECIAL NEEDS STUDENTS: A STATE OF THE ART PAPER IN 1977

The following state of the art paper by Gary Clark and Rupert Evans is an updated version of similar papers presented during the January and October, 1976 national teacher education workshops.

PREPARING VOCATIONAL AND SPECIAL EDUCATION PERSONNEL TO WORK WITH SPECIAL NEEDS STUDENTS:

A STATE OF THE ART IN 1977

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(Revised 2/14/77)

The state of the art in preparing vocational and special education personnel to work with special needs students is inextricably interwoven with the states of the art in vocational and technical education, career education, teacher education, and in the education and training of the handicapped. This statement will give a current perspective of the field by relating the roles of teacher educators who are interested in preparing personnel to work with special needs students* to the various education influences to which they must respond.

The Influence of Professional Dissatisfaction

The first of these influences is current professional dissatisfaction with the nature and rate of progress made since 1963, and especially since 1968, in vocational provisions for special needs students. Leading teacher educators from vocational education and special education have become increasingly concerned about the lack of response to the 1963 Vocational Education Act and its amendments by state departments of education, local school districts, area vocational schools, community colleges, and colleges and universities.

*The terms "special needs students" and "handicapped students" will be used interchangeably since special needs implies a handicap in school, whether due to disability, disadvantagement or dysfunctional school placement.

Unfortunately, however, until the past year or two, the extent of this concern by most teacher educators has not been great enough to muster more than a few isolated efforts to attack the problems being identified. Part of this failure to act was due to the lack of a data base on programs and other funded activities, but when data started to emerge (General Accounting Office, 1974a, 1974b, 1976; Olympus Research Corporation, 1975; Wimmer, 1975), early impressions began to be confirmed. These data include such items as: (a) special needs youth are still being under-served, (b) state-wide programs are rare, (c) special projects providing for isolated programs are the most common programming response, and (d) there are shortages of teachers qualified to work with the handicapped and/or disadvantaged. The general state of the art, given these data, appears to be in its infancy, and it would appear that professional dissatisfaction has not as yet been sufficient to bring about needed change.

The Influence of Leadership Groups

A second educational influence to which teacher educators in vocational education and special education must respond is that of educational leadership groups. These include the Congress and state legislatures, the U.S. Office of Education, state departments of education, and professional organizations. The state of the art for leadership groups in advocating personnel preparation programs for those working with special needs students is, again, at a rather embryonic or early developmental level.

Congress and State Legislatures

Congressional dissatisfaction has continued to grow as it has become clear that schools have responded only haltingly to the express Congressional marching orders contained in the 1968 Vocational Education Act Amendments. These amendments require that 25% of federal vocational education funds be spent on special needs students (15% for disadvantaged plus 10% for handicapped students). The 1976 Amendments (PL94-482) increased the set-asides to 30% (10% handicapped, 20% disadvantaged) and each federal dollar spent must be matched by state/local funds. Congress clearly wants a commitment by states in this area.

Legislative dissatisfaction can also be noted in the trend of state level mandates that special education programs and services be provided by the public schools. However, in formulating mandatory special education legislation, few states have as yet specifically mandated the provision of vocational education for the secondary, post-secondary, or adult handicapped population.

Most of the state laws include requirements only for special education personnel and do not require any cooperative efforts between special and vocational education. Similarly, federal vocational education funding has not required cooperative efforts with special educators. This has tended to perpetuate the independent and isolated efforts of the two disciplines. The consequence, of course, has been duplication of services or gaps in services.

The most significant legislative event to date which has profound implications for educational programming for special needs youth is P.L. 94-142, an amendment to the Education of the Handicapped Act. This legislation gives a federal mandate, whether appropriations accompany it or not, to provide a free, appropriate education to all handicapped children and youth of school age. The critical element of this law is the provision for an "individualized educational program" (I.E.P.) for every handicapped student. This I.E.P. is to be a written statement jointly developed by a qualified school official, by the child's or youth's teacher and parents or guardian, and, if possible, by the student himself. The statement will include (1) an analysis of the student's present achievement level; (2) a listing of both short-range and annual goals; (3) an identification of specific services that will be provided toward meeting those goals; (4) an indication of the extent to which the child will be able to participate in regular school programs; (5) a notation of when these services will be provided and how long they will last, and, finally, (6) a schedule for checking on the progress being achieved under the plan and for making any modifications that may be necessary.

This law is intended to be the beginning of the end to this country's inglorious custom of treating persons with disabilities as second-class citizens. In fact, it has been labeled as a "Bill of Rights for the Handicapped." Enforcement is tied to federal monitoring of all other civil rights legislation and economic sanctions will be the primary tool. The law directs the Commissioner that he "shall"

withhold further payments under the Act if he finds "substantial" failure to meet any provisions of the law by a state, intermediate, or local education agency. Further, he "may" withhold funds earmarked for education of the handicapped under the Elementary-Secondary and Vocational Education Acts, if compliance is not obtained.

A provision of note to teacher educators is that states and local education agencies are directed to undertake comprehensive personnel development programs, including in-service training for regular as well as special education teachers and support personnel. Further, procedures must be initiated for acquiring and disseminating information about promising educational practices and materials resulting from research and development efforts. Higher education is not given any specific charge!

U.S. Office of Education

Leadership groups at the Federal level are caught in complex socio-political pressures which siphon off their energies and efforts in an attempt to address a myriad of priorities. The priority of vocational programming for special needs students has suffered from the political factors which affect the commitment to and involvement of various Federal leadership groups in their own priorities. The Bureau of Occupational and Adult Education cites programs for special needs students as important. The Bureau of Education for the Handicapped cites vocational programming for the handicapped as one of its top funding priorities. The Office of Career Education cites career education programs for the

handicapped as a priority for field initiated studies. The Vocational Education Personnel Development Branch has as one priority the development of personnel preparation programs for special needs personnel. Each of these leadership groups within the national office is striving for common goals, but largely without a master plan from the U.S. Office of Education and often without significant interaction or communication among themselves.

In fiscal year 1976, approximately $1,100,000 was spent on personnel preparation activities in the area of vocational programming for the handicapped and disadvantaged by the Bureau of Education for the Handicapped and the Bureau of Occupational and Adult Education. The total staff allocation for monitoring these funded activities by staff with direct knowledge and experience in vocational programming for special needs students was less than one (1) FTE (full time equivalent). Understaffing, as well as inappropriate staffing patterns, in both Bureaus continues to be an area of concern.

Recent General Accounting Office (1974a, 1974b, 1976) audit reports have raised again the need for coordination of federally funded activities in this area. In some instances, representatives from the various Bureaus and Offices within the U.S. Office of Education have reviewed common project proposals, but more extensive and frequent coordination efforts are needed, such as joint planning, joint or coordinated issuance of requests for proposals, cooperative development of policy papers, joint site visitations to funded programs or prospective grant awardees, and joint sponsorship of national conferences and workshops. The Bureau of

Education for the Handicapped (BEH) has recently added a full-time post-doctoral intern to its staff to assist in coordination and facilitation of vocational programming within their Bureau and between Bureaus within the U.S. Office of Education. It is to be hoped that this effort will be continued in BEH and initiated in the Bureau of Occupational and Adult Education.

State Departments of Education

State departments of education have replicated the federal pattern in most instances. Iowa is one notable example, however, among a few of the states, that has defused the political tension and relieved the duplication of effort. This was done by placing the program for special needs directly under the state commissioner of education and staffing it with vocational and special educators. It still remains to be determined whether separation of special needs personnel from the state vocational education hierarchy will lead to less emphasis by vocational education decision makers on programs which emphasize mainstreaming. No examples are known of state offices which have placed all secondary (high school) special education personnel under the aegis of the state department of vocational education or all special needs vocational education teachers under the state department of special education.

Certification

In one area where states have almost complete leadership control, certification of educational personnel, there has been a tomb-like silence

from 1968 until recently when a few states, e.g., Nebraska, Wisconsin, and New Jersey, began to adopt certification standards which require certain competencies for personnel who provide vocational programming for special needs learners. Special educators at the secondary level have long been free to teach in prevocational and work-study programs without any certification requirements other than basic special education requirements. Similarly, vocational educators have been relatively free to teach special needs students of any type without specific preparation. Obviously, a real leadership void exists in certification standards.

Professional Organizations

Professional organizations have been only moderately responsive to the need for leadership. The principal activities have been the establishment of the National Association of Vocational Education Special Needs Personnel, an affiliate division of the American Vocational Association (AVA) and a parallel group, the Division of Career Development, in the Council for Exceptional Children (CEC). In 1973 AVA and CEC cooperated in the sponsorship of a national conference on career education for exceptional students, but little continuing leadership commitment to professional personnel development has been apparent. Cooperative leadership is critically needed within and between major professional organizations to foster personnel preparation programs at the national and state level. Fortunately, some nationally visible leaders are members of both of these new organizations and are committed to cooperative relationships.

Another relatively new organization, the American Association for the Education of the Severely and Profoundly Handicapped (AAESPH) has emerged as a resourceful and powerful advocacy group for a population historically ignored by our nation's schools. It would be premature to assess the extent of leadership commitment this organization has toward professional personnel preparation, but interest in vocational programming appears to be gaining strength within its large membership. It is hoped that the AAESPH will also embrace and support the concept of cooperative leadership among the major professional organizations.

Teacher Education

Teacher educators in vocational and special education have not found a significant amount of leadership from within their own ranks. Colleges and universities have been extremely slow since 1968 in developing personnel preparation programs to meet the demand for special needs programs. There has been a degree of circularity in the problem as schools of education respond primarily to state and local manpower demands which reflect shortages in existing programs. The schools and state departments, on the other hand, are cautious about initiating programs without qualified personnel. Joint programs between vocational education and special education have been rare but are beginning to develop. The past three or four years has seen a number of departmental programs develop with vocational educators training their own students to work with the handicapped, and special educators training their own to provide

prevocational, sheltered workshops and part-time cooperative sheltered programs designed to serve similar populations. Truly cooperative programs involving special educators and vocational educators on an equal footing have been rare. It has been encouraging, however, to see reports of attempts to facilitate cooperative planning and programming from the two national workshops in Illinois and a third in Kentucky, as well as regional or state conferences or workshops in Virginia, Florida, Oregon, West Virginia, Missouri, Texas, and California.

The Influence of Current Issues and Trends

A third educational influence affecting the state of the art in preparing special needs personnel in vocational and special education is the impact of current educational issues and trends. Some major issues and trends in vocational and special education which interact with the educational influences described above include career education, "mainstreaming," and competency-based teacher education.

Career Education

Career education has been both a boon and a bane to vocational and technical education. It has brought increased professional status, wider legitimacy and acceptance in academia, and greater visibility within the field of education in the eyes of the general public. It has also resulted in some identity problems and has incorporated some new values and objectives which extend well beyond traditional vocational

goals. Further, some vocational educators feel that it has diluted the political and economic support base vocational education has had through the years in a period when funding sources are decreasing in both number and amount of available support. Teacher educators in vocational and technical education have had to determine their roles in the current career education movement and place them somewhere among their priorities. The addition of any new priority consideration--especially one as economically, politically, and professionally potent as career education--cannot help but affect special needs programming as a competing priority. However, career education appears to have had little negative effect on special education at the secondary level in terms of economic or identity threats.

Mainstreaming

Mainstreaming has had, and will continue to have, major impact on vocational and special education. At the basis of the mainstreaming concept are current issues such as "least restrictive alternative," "normalization," and deinstitutionalization. The implications of these issues and trends are already apparent in court decisions, federal and state legislative mandates for local schools, and local school practices: (a) a shift downward in the lower range of entering level competencies of students in the schools, (b) a wider range of physical, sensory, and mental performance levels in students placed in regular education programs, and (c) the need for new professional roles not heretofore included in

personnel preparation programs. The state of the art in meeting these needs in teacher education is relatively primitive.

Competency-Based Teacher Education

Competency-based teacher education has had perhaps a greater emphasis in vocational and special teacher education than in any other educational disciplines. The status of the field, in reacting to this emphasis, is still at the pioneer level. Only a few isolated efforts have been made to identify systematically those competencies needed by teachers of handicapped youth and then to relate those competencies to some model for preparing personnel specifically for those roles. Much work remains to reach a level of program development in teacher education that is truly competency-based, but which does not eliminate those affective and problem-solving skills that are so crucial in personnel preparation.

Specific Influences Affecting Teacher Education

The influences of professional dissatisfaction, of leadership groups, and of current issues and trends operate against a background of specific influences within teacher education.

Structure and Attitude of Separate Mission

In many universities, vocational teacher education is provided by a number of weakly federated departments, often in different colleges. Even when these groups are combined in the same department they tend to retain different missions related to the age groups they should serve, the goals of their program, and the ways in which the program should be evaluated. One group, for example, may believe strongly that a good secondary school program places a high proportion of its graduates in the occupation for which they were prepared. Another group may feel strongly that this is unimportant.

Special education teacher education is in another department, perhaps in another college or even in a different university. Often it is less concerned with meeting the needs of employers than are most parts of vocational education, as a result of its more global mission, e.g., education of all ages of school children and youth and responsibility for academic, personal, social, and occupational development.

Special education teacher education has tended to emphasize service to youth in elementary schools and in early childhood education because public school demand for personnel has been at that level. Vocational teacher education has emphasized service to adolescents and young adults for the same reason. Both groups give little more than lip-service to serving adults. Slow learners often need early pre-vocational training from vocational educators who recognize the needs of pre-adolescents. Adolescents and adults in vocational programs need help from special

educators who do not treat them as children. These and other differences in structure and in mission inevitably lead to difficulties of communication.

Teacher Shortage

Teacher education programs in both vocational and secondary special education usually have been able to place all the teachers they prepare. This minimizes pressure to establish new programs, but it also leads local education agencies to employ unqualified people to teach. The supply and demand approach may only perpetuate the status quo.

State Teacher Certification/Endorsement Barriers

There are a number of indications that vocational and special educators who are qualified in one, but not the other of these two fields, are teaching in situations where both types of competencies are needed. It seems unlikely that many teachers will spend the time required to achieve full qualifications in each field. Further, most certification/endorsement structures seem to assume that it is better to have a teacher who is completely qualified in one field being taught and completely unqualified in another than it is to have certification based on achievement of most qualifications for both fields. No resolution of this problem has been acceptable to all parties thus far.

Teacher Education Program Approval Barriers

In addition to the preceding barriers, it is becoming more difficult to secure approval of new teacher education programs. Much data, paperwork and time are needed to secure approval at each of the increasing number of levels through which proposals for new programs must move. Some situations require the abandonment of an existing program before a new one can be approved. This situation is much more critical than national, state, and local education agencies realize.

Lack of Data on Which to Base Personnel Development Programs

In spite of the fact that data can speed the program approval process, we have virtually no needs assessment data, and little follow-up data on programs at either the local education agency or teacher education level. It is discouraging that such data are not systematically and aggressively sought.

Barriers to Joint Appointments

A logical way to undertake program development and to facilitate communication is to institute joint appointments between the special and vocational teacher education departments. Such appointments are rare, however, and one reason is that there is a general belief that assistant and associate professors who hold joint appointments will have difficulty in securing promotion. An even more compelling reason would seem to be

the extreme shortage of young professors who are acceptable to both departments.

The Increasing Diversity of Special Needs Population in Vocational Education

At one time, most vocational educators accepted the dictum of the Smith Hughes Act that vocational education should serve only those who could profit from it, and they interpreted this phrase to mean that special needs learners should be excluded whenever "more able" students could be found. Nevertheless, vocational education always has served a high proportion of the students who did not do well in the college preparatory program. Now there is gradual acceptance that vocational programs must also educate the severely handicapped, bilingual students, corrections populations, migrants, and the adult handicapped. As career education programs are installed, the gifted are enrolling in increasing numbers. This range of students obviously requires an increased range of teacher competencies and revised teacher education programs.

The Changing Legislative Picture

Legislative bodies seem remarkably adept at mirroring the view of society. If so, then, obviously these views have been changing in ways which affect special education and vocational education. Increasingly, we have seen federal and state legislation which mandates special education for all persons from early childhood through young adulthood. Congress seems more and more determined to ensure that vocational

education will attend thoroughly to the needs of neglected learners. Cities and states are given large sums through the Comprehensive Employment and Training Act for the training and re-training of unemployed and underemployed adults, almost all of whom have special needs. A loosening of the child labor laws by the Department of Labor has fostered the establishment of early work experience programs. Not only the Labor Department, but also most other Federal agencies are involved in similar programs.

No one can predict what the next legislative actions will be, but it is easy to predict that actions will come and that they will affect vocational and special education. Already there is an enormous need for inservice education of teachers and support personnel. With continued changes there is no way that pre-service teacher education programs will be sufficient to meet the need.

Summary

The state of the art, then, in personnel preparation for those who will plan and implement vocational programs for handicapped and disadvantaged students is in an early developmental period. It suggests the existence of a growing number of advocates from both vocational and special education who realize the enormity of the task and the urgency of cooperative planning. It suggests that the issues and trends of the times will affect the rate at which progress will be made, but that the die has been cast through changes in society's priorities, as well as through court decisions and legislation, leaving no doubt about the

professional and legal consequences for those who do not comply. It suggests that there is a leadership void at all levels and that isolated, unilateral programming, which meets only a small part of the need, will continue unless strong leadership emerges.

Given increased cooperative efforts of vocational and special teacher educators and the strength of the existing and prospective legal base, the current state of the art appears to be transitional and the forecast for future improvements to the art appears promising.

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SECTION II

PREPARING VOCATIONAL AND SPECIAL EDUCATION PERSONNEL TO WORK WITH SPECIAL NEEDS STUDENTS: CONSIDERATIONS, GUIDELINES AND STRATEGIES

A. Guidelines and Strategies for Coordination of Special Needs Teacher Education

B. Personnel Preparation for Vocational Programming of Special Needs Students: Some Considerations and Guidelines

A. GUIDELINES AND STRATEGIES FOR COORDINATION OF SPECIAL NEEDS TEACHER EDUCATION

The preceding section delineated the various forces affecting special needs personnel preparation. The need for cooperative planning between special and vocational educators was presented. The following article addresses this challenge by presenting a series of guidelines and strategies for enhancing cooperative planning at the teacher education level. While predictable obstacles and potential problems are cited or inferred, the theme is one of optimism and openness for trying. Vocational and special educators should find nothing in the guidelines or considerations which tilts the major responsibility for vocational programming for special needs students to one field or the other. The focus on joint efforts is clear and consistent.

GUIDELINES AND STRATEGIES FOR COORDINATION OF SPECIAL NEEDS TEACHER EDUCATION *

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for the

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There is no doubt that the legislation and judicial decisions existing today have focused teacher educators on the problems of educating students with special needs. However, the specifics of the problem are still nebulous to the field in general. What response has been made, by those who are aware of the specifics, has largely been in isolation and/or with a relative degree of infrequency.

We are at a stage now where teacher educators can no longer remain in our separate arenas and attack the problem alone. While the provisions for special needs students in the Vocational Education Act Amendments of 1968 were for vocational educators, most state mandates and/or court cases involving educationally handicapped were directed at special educators. Public Law 94-142, on the other hand, speaks to all educators. It is now a "we" proposition rather than "you-us." At the heart of this mandate, is the concept of "appropriate education." It is this concept that will be the theme for this article and around which some strategies for coordination of special needs teacher education will be proposed.

The Problem

Although it has been eight or nine years since the 1968 Amendments and landmark court cases which moved us into this era, appropriate education for students who have special needs is not a widely prevalent practice. This is not surprising when for years vocational teacher education programs have not generally seen the need for training personnel to work with atypical students in learning or performance, since it was assumed that most teachers would never have students like this in their classes. Similarly special education teacher educators have concentrated on the young exceptional child and, to a large degree, neglected the needs of adolescents.

The net result of the efforts of the primary teacher education disciplines involved has been the creation of a situation which essentially communicates the position, "We will attempt to be responsible for the needs of the field in our own way, within our own disciplines." Unfortunately, special needs students have not been receiving the "appropriate education" they needed as a consequence of this approach.

Signs of Hope

As combat operations in war result in unexpected alliances or mutually recognized needs, a number of vocational and special educators on the firing line in local programs have begun to deal with the ineffectiveness and/or inefficiency of separate, isolated secondary programs for special needs students. The cooperative planning and sharing of mutual concerns and resources at the local level have led to some exemplary programs. These demonstrations of success in cooperative efforts have not gone unnoticed by some professionals in teacher education.

Two national conferences at the University of Illinois (January, 1976 and October, 1976) and one at the University of Kentucky (March, 1977) have brought vocational and special educators together to stimulate communication, cooperation, and, most importantly, action between and among the two fields. These national efforts have been supported by F.P.D.A. funding (Illinois) and Bureau of Education for the Handicapped funding (Kentucky) which reflects a willingness at the federal level to support efforts in this direction.

Regional and state conferences have been held in a number of states since the national conferences. Some of these have been direct spin-offs of the national conferences by participants who planned such efforts in

their action plans (California, Florida, Oregon, and Texas are four examples). The movement from a national concern to a state concern and, consequently, to local teacher education institution concerns has been a domino reaction that has been encouraging to observe.

As one might expect, no single model for preparing personnel to provide vocational programming for special needs youth has emerged. A number of workable models have emerged to meet the specific parameters of local institutions. For example, institutions have had to deal with a variety of problems, including the following:

1. Institutions having one or more vocational education teacher education programs but no special education teacher education programs at the secondary level.
2. Institutions having graduate training for one discipline, undergraduate for the other.
3. Institutions having limited resources for both preservice and inservice education.
4. Institutions having vocational teacher education programs isolated from one another by departmental or school organizations.
5. Institutions having to work within the constraints of existing state certification patterns.

These problems are, and have been, compounded by some of the more subtle obstacles which inhibit inter-agency or inter-disciplinary efforts (Clark & Evans, 1976).

Thus, while problems do exist, the number of cooperative efforts is growing. The issues of determining "appropriate training" for personnel who, in turn, are responsible for providing "appropriate education" for special needs students are beginning to be resolved. More still needs to be accomplished, however, and new strategies for cooperation are continuously needed.

Guidelines for Cooperation

If the eventual goal of "appropriate education" for special needs students is viewed by teacher educators from vocational and special education as the key for determining what constitutes appropriate training for educational personnel, they might also view the two issues as parallels. To provide some direct parallels, the following guidelines model is suggested: (The "appropriate education" perspective is an adaption of ideas from Chaffin [1974]).

Appropriate education	Appropriate training
1. The decision to place students in the least restrictive and most appropriate educational environment should be accompanied by a decision to provide a comprehensive instructional support system for the children involved and their teachers.	1. The decision to train personnel to work with special needs personnel in appropriate and non-restricting educational environments should be accompanied by a decision to provide a comprehensive teacher education program for teachers who may be involved in any one of the program alternatives available to special needs students.
2. Not all special needs students will benefit from mainstreaming. Selection of students should be done carefully and be based on the recommendations of persons thoroughly familiar with their educational and social needs.	2. Not all teachers of special needs students need to work out of the same administrative setting. Teacher education selection and training and procedures should differentiate among those who could be most effective in regular vocational programs or in special vocational programs.
3. Appropriate education planning for students should be developed at the school building level.	3. Appropriate training for special needs teachers should be developed at the college or university level, in cooperation with state education agency officials.
4. Participatory planning may be the most important element in determining "appropriate education." All personnel (regular and special) who will be involved with handicapped students should be allowed to participate in planning.	4. Participatory planning may be the most important element in determining "appropriate training." All teacher education personnel (vocational and special) should be involved in planning training strategies and appropriate instruction for all secondary teachers in their fields.

5. If regular classroom teachers are made responsible for exceptional students in their classroom, they should also be allowed to make decisions related to the kind and amount of special education support they, or the student, are to receive. This professional autonomy does not negate cooperative planning and problem-solving before decisions are made.	5. If vocational teacher educators are to assume responsibility for training personnel to work with students with special needs (either in regular or special needs programs), they should be allowed to make decisions related to the kind and amount of special education support they, or their trainees receive. Similarly, if special educators are charged with providing training to personnel to be competent in vocational programming (e.g., for the moderately and severely handicapped), they should be allowed to make decisions related to the kind and amount of vocational education support they, or their trainees receive. While this promotes professional integrity and autonomy, it does not negate cooperative planning and problem-solving before decisions are made.
6. No mainstreaming effort should be attempted without a commitment to providing inservice education for both regular/vocational and special education teachers.	6. No attempt should be made to ask vocation or special education teacher educators to change their instructional approach, philosophy, or course content in relation to vocational programming without some professional inservice or continuing education opportunity.
7. The procedures for providing instruction and instructional support to special needs youth in each building should be carefully delineated.	7. The procedures within a given teacher education institution for providing appropriate training (relative to serving all special needs students) should be carefully delineated.
8. Obtain data related to student progress in whatever instructional setting they are placed to provide a data base for continuous re-evaluation of the appropriateness of the education being offered.	8. Obtain data related to the effectiveness and appropriateness of teacher education programs relative to vocational programming for special needs students.

Strategies for Cooperation

Guidelines may be helpful from an attitudinal approach, but specific strategies are probably more useful. The following suggested strategies to

enhance cooperative planning and/or programming between vocational and special education teacher educators are only "starter" strategies or points of departure for developing other strategy alternatives. Other sources with more ideas for teacher educators include Abbas & Sitlington (1976), Phelps & Clark (1977), Phelps, Evans, Abbas, & Frison (1976).

Strategy 1. A comprehensive teacher education program which provides for appropriate training in vocational programming for special needs students must have the support and commitment of all administrators who will be directly involved. This typically includes department chairpersons from all vocational education areas and special education, as well as the dean. Support and commitment may be limited in terms of experimentation status, financial resources, space, etc., but there must be at least a verbal commitment of support.

Strategy 2. If a comprehensive teacher education program involving all existing areas of vocational education and special education is not feasible, careful selection of individuals within these areas should be made for initial trials. Starting small, with an emphasis on quality, is more desirable than a comprehensive approach which is too complex to control. Voluntary participation is best, but if faculty members are requested to get involved, administrators must clearly delineate some professional rewards. These could include decreased teaching load, decreased advisement load, changes in administrative or faculty position status, etc.

Strategy 3. Any workable cooperative plan functions best when designed for the smallest administrative unit possible. In other words, specific plans involving teacher preparation between one or more disciplines work better when there are fewer administrative lines to cross. This is not to discourage more complex plans if they are feasible. The Florida

consortium involving vocational and special education faculty and support personnel from four administrative units is an excellent example of how an extremely complex plan can be developed and implemented.[1] The point to be made, however, is that probability of success is based on the elimination of administrative barriers right from the outset.

Strategy 4. Participatory planning is critical to a cooperative effort and can best occur when all participants get away from routine duties and demands for a concentrated block of time. One or 2-day retreats are ideal where professional and social interaction can occur in a neutral environment and mutual trust and respect can be established. In many cases, this will be the first opportunity to even make acquaintances, much less build trust. As a planning strategy, this one is critical.

Strategy 5. The basis for cooperative efforts has to be a clear understanding between participants of their mutual problem(s) and their respective needs as independent, autonomous groups. Cooperation implies a working relationship which leads to the solution of mutual problems in a way that would be equally or more satisfactory than would have occurred through independent efforts. There must be an agreed-upon problem, what each participating individual or group will "ante" up, an agreed-upon plan for solving the problem, and an understanding of how the rewards will be divided. (Rewards can come through publicity credits, credit hour generation, faculty positions underwritten, increased support services, etc.).

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[1]This consortium involves Florida State University, University of Florida, Florida Technical University, and the Florida Learning Resource Center.

Strategy 6. Successful cooperative efforts between vocational and special education teacher educators must begin with enthusiasm and professional commitment, but have to be maintained through effective continuing education, up-dating, and exchange of information. Strategies for accomplishing this include attendance at state, regional, or national conferences, participation in professional organizations from both fields (National Association of Vocational Special Needs Personnel of the American Vocational Association and Division of Career Development of the Council for Exceptional Children), faculty exchanges, visiting faculty or consultants, or again, the retreat format.

Strategy 7. A cooperative effort of any kind works best with a written action plan. Teams participating in the two national workshops at the University of Illinois continue to report that the action plan which had to be written was the unifying, central element of their efforts.[1] The specification of long-term goals, short-term goals, objectives to accomplish the goals, and what resources will be used or needed keep the cooperating participants on task and serves as a constant referrant for any activity or change of approach. In essence, it is a contract that keeps an effort going, even when there are changes in personnel. For it to work, however, it has to be re-evaluated periodically for re-affirmation, rejection, or revision.

Strategy 8. Intelligent decisions for re-evaluating a plan can only be made from a data base. Cooperative teacher education efforts can be evaluated

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[1] See Section V of this resource guide for an example of the action plan instrument used during the national workshops.

by obtaining written feedback from teacher education trainees, from schools or programs employing the trainees, and from the participating individuals or groups themselves in a self-evaluation procedure. The strategy of evaluation is frequently given lip-service but less frequently accomplished. It is, to this writer, the most significant indicator of the commitment of the intent and efforts of the participants in any program.

Conclusion

The key to success in coordinating teacher education for those involved, or to be involved, in vocational programming for special needs students is (a) the successful determination of what constitutes "appropriate education" for special needs students in our secondary and post-secondary schools, and (b) the successful determination, then, of what is "appropriate training" for those who will carry it out. The philosophical positions, organizational barriers, and attitudes of professionals in both vocational and special education will influence these determinations. Hopefully, some guidelines and strategies will be helpful in doing what needs to be done.

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B. Personnel Preparation for Vocational Programming of Special Needs Students: Some Considerations and Guidelines

This section focuses in on the design of special needs personnel preparation programs. The authors begin their article by pointing out the difference between career and vocational education. A discussion on the special needs student follows. A functional approach for identifying and assessing the special needs student is proposed. Personnel roles and related training needs are examined. Studies identifying specific teacher competencies are discussed along with the suggestion for further validation of two studies. The competencies presented are based on two approaches to competency identification and should be helpful baseline data for determining content and how it should be delivered. Both competency lists are manageable in size and are feasible for use in any program planning or development effort.

PERSONNEL PREPARATION FOR VOCATIONAL PROGRAMMING OF SPECIAL NEEDS STUDENTS: Some Considerations and Guidelines[1]

by

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ADDENDA

NATIONAL WORKSHOP PROFESSIONAL

TASK ANALYSIS QUESTIONNAIRE

KENT STATE UNIVERSITY

COMPETENCY SURVEY

National Workshop Professional

Task Analysis Questionnaire

January, 1976

Check one

☐ *Vocational Educator* ☐ *Special Educator*

PROFESSIONAL TASK ANALYSIS QUESTIONNAIRE

Directions: *Listed below are several professional tasks which you, as a vocational or special educator, are likely to perform in working with special needs learners at the junior and senior high school level. Please respond by circling one number for each of the three questions for each task.*

	Relative Time Spent *What is the relative amount of time you spend conducting this task?*							Criticality *How critical is successful performance of this task to the overall effectiveness of your program?*					Area of Need *As a local educator working with special needs students, do I feel I need to know more about this task?*				
	Very little time						A great deal of time	Unimportant				Extremely critical	No				Yes, much more
1.00 ASSESSING PROGRAM AND LEARNER NEEDS																	
1.01 Develop a rationale, program goals, and philosophy for a special needs program	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
1.02 Analyze local or regional job market and employment trends	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
1.03 Identify occupations and clusters of occupations	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
1.04 Analyze students' occupational interests and aptitudes	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
1.05 Develop and use screening-referral processes for identification of students	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
1.06 Collaborate with other educators, specialists, and parents in evaluating the learner's educational needs	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
1.07 Administer or use diagnostic assessment techniques	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
2.00 PLANNING INSTRUCTION																	
2.01 Establish and/or use program advisory committees	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
2.02 Identify a variety of community and governmental agency resources in planning instructional programs and services	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
2.03 Analyze occupational/career clusters to determine relevant instructional content (competencies needed in the world of work)	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
2.04 Identify the basic aptitudes and competencies (e.g., finger dexterity or sequencing skills) required for employment in a given career	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
2.05 Collect and use available assessment information	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
2.06 Identify available assessment instruments appropriate for special needs students	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
2.07 Use diagnostic and prescriptive assessment techniques for planning instruction	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
2.08 Prepare alternative assessment procedures	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
2.09 Plan a sequence of modules or units of instruction according to the learner's needs	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
2.10 Coordinate with instructional planning in academic areas for students with learning problems (reading, math, and other academic areas required for graduation)	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5

	Relative Time Spent *What is the relative amount of time you spend conducting this task?*							Criticality *How critical is successful performance of this task to the overall effectiveness of your program?*					Area of Need *As a local educator working with special needs students, do I feel I need to know more about this task?*				
	Very little time						A great deal of time	Unimportant		Important		Extremely critical	No		Yes, a bit more		Yes, much more
2.11 Develop individual student performance goals and objectives	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
2.12 Identify instructional resource personnel (e.g., reading specialists and bilinguists) capable of providing supportive help for special needs learners	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
2.13 Identify instructional techniques appropriate for special needs learners	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.00 IMPLEMENTING INSTRUCTION																	
3.01 Use a variety of community and governmental agency resources in the delivery of supportive services and instruction	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.02 Consult with other teachers to facilitate adequate performance of students in classes outside of the career-oriented special program	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.03 Develop, itilize, and evaluate procedures for communicating with parents	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.04 Develop, coordinate, and evaluate a community relations program	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.05 Manage and modify when necessary the tools, equipment, facilities, or conditions in the learning environment	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.06 Organize and use a "buddy system" for special needs learners	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.07 Develop, use, and evaluate job samples designed to teach specific occupational skills	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.08 Develop and use simulated job application and interview procedures	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.09 Select or modify instructional materials appropriate for different special needs learners	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.10 Develop instructional materials for special needs learners	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.11 Plan and coordinate off-campus work (on-the-job) instruction	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.12 Plan and coordinate on-campus work (on-the-job) instruction	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.13 Use instructional techniques that individualize instruction (e.g., peer instruction, small group instruction, or programmed instruction)	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.14 Employ techniques or principles of special instruction (e.g., discrimination learning or cue redundancy)	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5

		Relative Time Spent *What is the relative amount of time you spend conducting this task?* Very little time						A great deal of time	Criticality *How critical is successful performance of this task to the overall effectiveness of your program?* Unimportant		Important		Extremely critical	Area of Need *As a local educator working with special needs students, do I feel I need to know more about this task?* No		Yes, a bit more		Yes, much more
3.15	Identify and control problem behaviors in the classroom using behavioral management techniques	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.16	Provide reinforcement for learning	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.17	Provide career counseling and guidance	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.18	Provide work adjustment counseling	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.19	Provide personal counseling	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.20	Provide and/or coordinate job placement services for special needs learners	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
3.21	Train employers and supervisors to work effectively with special needs learners	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
4.00	EVALUATING PROGRAM AND INSTRUCTION																	
4.01	Develop instruments and procedures appropriate for assessing the achievement of special needs learners	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
4.02	Design and implement a system for monitoring and feeding back student progress and achievement on a regular basis	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
4.03	Assess the cognitive performance of special needs learners	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
4.04	Assess the affective performance of special needs learners	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
4.05	Assess the psychomotor/perceptual performance of special needs learners	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
4.06	Obtain follow-up information on special needs students leaving or graduating from school programs	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
4.07	Evaluate and upgrade the effectiveness of instruction	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5
4.08	Conduct a comprehensive evaluation of the total special needs program	1	2	3	4	5	6	7	1	2	3	4	5	1	2	3	4	5

KENT STATE UNIVERSITY COMPETENCY SURVEY -

Work-Experience Teacher-Coordinators

and Special Needs Instructors

1974-75

TEACHER COMPETENCY SURVEY
INSTRUCTIONS

Following is a list of 112 teacher competencies. This survey has been designed to measure the competencies on two different rating scales which accompany the list. Based on your judgment, a rating of 1 to 5 must be selected on BOTH scales for each competency. One scale measure the IMPORTANCE of the competency as it relates to your work. The second scale assesses the FREQUENCY OF USE a certain competency would receive in your area. Again, please read each competency carefully before choosing an appropriate rating on BOTH of the scales. Spaces have been provided at the end of the survey for additional competencies you may feel need to be added to the list. Circle the appropriate rating.

1 Of no importance	2 Of little importance	3 Of some importance	4 Of considerable importance	5 Of great importance	COMPETENCIES	1 Never	2 Occasionally	3 Monthly	4 Weekly	5 Daily
					EXAMPLE:					
		(3)			A. Conduct an open house.		(2)			
					PROGRAM MANAGEMENT:					
1	2	3	4	5	1. Estimate cost of materials	1	2	3	4	5
1	2	3	4	5	2. Implement program modifications	1	2	3	4	5
1	2	3	4	5	3. Research current trends in business and industry	1	2	3	4	5
1	2	3	4	5	4. Establish a plan for continuing professional in-service education	1	2	3	4	5
1	2	3	4	5	5. Assist students in scheduling adjustments	1	2	3	4	5
1	2	3	4	5	6. Organize a club program	1	2	3	4	5
1	2	3	4	5	7. Organize an advisory committee	1	2	3	4	5
1	2	3	4	5	8. Maintain a personal data file for each student	1	2	3	4	5
1	2	3	4	5	9. Develop a presentation on program philosophy and goals	1	2	3	4	5
1	2	3	4	5	10. Identify learning disabilities	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	11.	Publicize program in school	1	2	3	4	5
1	2	3	4	5	12.	Publicize program in community	1	2	3	4	5
1	2	3	4	5	13.	Identify personality patterns	1	2	3	4	5
1	2	3	4	5	14.	Conduct a program review	1	2	3	4	5
1	2	3	4	5	15.	Identify resource people	1	2	3	4	5
1	2	3	4	5	16.	Identify possible field trip sites	1	2	3	4	5
1	2	3	4	5	17.	Complete state reports	1	2	3	4	5
1	2	3	4	5	18.	Identify state and federal guidelines	1	2	3	4	5
1	2	3	4	5	19.	Prepare a budget	1	2	3	4	5
1	2	3	4	5	20.	Develop a filing system	1	2	3	4	5
1	2	3	4	5	21.	Compile accurate, up-to-date records	1	2	3	4	5
1	2	3	4	5	22.	Establish student transportation procedures	1	2	3	4	5
1	2	3	4	5	23.	Develop positive reinforcement techniques	1	2	3	4	5
1	2	3	4	5	24.	Arrange guided field experiences	1	2	3	4	5
1	2	3	4	5	25.	Communicate individual subject goals to faculty and administration	1	2	3	4	5
1	2	3	4	5	26.	Coordinate activities with law enforcement agencies and the courts	1	2	3	4	5
1	2	3	4	5	27.	Organize and/or conduct a local program review	1	2	3	4	5
1	2	3	4	5	28.	Conduct a student follow-up study	1	2	3	4	5
1	2	3	4	5	29.	Conduct an employer appreciation program	1	2	3	4	5
1	2	3	4	5	30.	Develop local program objectives	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance	CURRICULUM:		Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	31.	Estimate time sequence for a unit of instruction	1	2	3	4	5
1	2	3	4	5	32.	Develop a unit plan	1	2	3	4	5
1	2	3	4	5	33.	Construct instruments to evaluate instructional objectives	1	2	3	4	5
1	2	3	4	5	34.	Organize a unit of instruction on career education	1	2	3	4	5
1	2	3	4	5	35.	Incorporate deductive thinking into curriculum	1	2	3	4	5
1	2	3	4	5	36.	Incorporate inductive thinking into curriculum	1	2	3	4	5
1	2	3	4	5	37.	Write behavioral objectives	1	2	3	4	5
1	2	3	4	5	38.	Administer appropriate diagnostic tests	1	2	3	4	5
1	2	3	4	5	39.	Utilize results of diagnostic tests	1	2	3	4	5
1	2	3	4	5	40.	Utilize audio-visual aids	1	2	3	4	5
1	2	3	4	5	41.	Incorporate business and industrial manuals in curriculum	1	2	3	4	5
1	2	3	4	5	42.	Utilize results of achievement tests	1	2	3	4	5
1	2	3	4	5	43.	Complete a two-year course of study	1	2	3	4	5
1	2	3	4	5	44.	Organize a weekly plan of instruction	1	2	3	4	5
1	2	3	4	5	45.	Construct a system of reporting student progress to students and parents	1	2	3	4	5
1	2	3	4	5	46.	Locate instructional materials	1	2	3	4	5
1	2	3	4	5	47.	Select instructional materials	1	2	3	4	5
1	2	3	4	5	48.	Contact reading resources and publication houses	1	2	3	4	5
1	2	3	4	5	49.	Construct a lesson plan	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance		CLASSROOM MANAGEMENT:	Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	50.	Give a lecture	1	2	3	4	5
1	2	3	4	5	51.	Present a demonstration	1	2	3	4	5
1	2	3	4	5	52.	Conduct a student conference	1	2	3	4	5
1	2	3	4	5	53.	Design and organize the physical plan of a classroom	1	2	3	4	5
1	2	3	4	5	54.	Group students for small group instruction	1	2	3	4	5
1	2	3	4	5	55.	Develop a system of material storage	1	2	3	4	5
1	2	3	4	5	56.	Develop a schedule for cleaning work areas	1	2	3	4	5
1	2	3	4	5	57.	Moderate student discussion of sensitive issues	1	2	3	4	5
1	2	3	4	5	58.	Prepare a schedule of activities	1	2	3	4	5
1	2	3	4	5	59	Chart student progress	1	2	3	4	5
1	2	3	4	5	60.	Identify emotional factors that affect classroom environment	1	2	3	4	5
1	2	3	4	5	61.	Develop a system of recording attendance	1	2	3	4	5
1	2	3	4	5	62.	Determine effectiveness of instruction	1	2	3	4	5
1	2	3	4	5	63.	Utilize available classroom facilities	1	2	3	4	5
1	2	3	4	5	64.	Operate audio-visual equipment	1	2	3	4	5
1	2	3	4	5	65.	Implement team teaching	1	2	3	4	5
1	2	3	4	5	66.	Stimulate learning through "brainstorming", "buzz groups", and "question box techniques"	1	2	3	4	5
1	2	3	4	5	67.	Employ oral questioning techniques	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	68.	Employ role-playing and simulation techniques	1	2	3	4	5
1	2	3	4	5	69.	Employ project method of learning	1	2	3	4	5
1	2	3	4	5	70.	Establish a student tutoring program	1	2	3	4	5
1	2	3	4	5	71.	Utilize problem-solving strategies	1	2	3	4	5
						COORDINATION:					
1	2	3	4	5	72.	Construct a procedure for job relocation or rotation	1	2	3	4	5
1	2	3	4	5	73.	Evaluate student progress at a training station	1	2	3	4	5
1	2	3	4	5	74.	Identify entry level jobs in the community	1	2	3	4	5
1	2	3	4	5	75.	Develop a process and a procedure for student selection	1	2	3	4	5
1	2	3	4	5	76.	Conduct a successful home visitation	1	2	3	4	5
1	2	3	4	5	77.	Conduct a parent-teacher conference	1	2	3	4	5
1	2	3	4	5	78.	Establish a policy and procedure for job placement	1	2	3	4	5
1	2	3	4	5	79.	Conduct teacher-to-teacher conferences	1	2	3	4	5
1	2	3	4	5	80.	Coordinate activities with participating schools	1	2	3	4	5
1	2	3	4	5	81.	Develop public relations literature	1	2	3	4	5
1	2	3	4	5	82.	Develop student training plans	1	2	3	4	5
1	2	3	4	5	83.	Inform employer of student in-school progress	1	2	3	4	5
1	2	3	4	5	84.	Inform employers of their responsibilities	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
1	2	3	4	5	85.	Inform parents of their responsibilities	1	2	3	4	5
1	2	3	4	5	86.	Involve the family as a primary source of student reinforcement	1	2	3	4	5
1	2	3	4	5	87.	Inform school officials of their responsibilities	1	2	3	4	5
						REMEDIATION:					
1	2	3	4	5	88.	Identify emotional factors which contribute to reading difficulties	1	2	3	4	5
1	2	3	4	5	89.	Identify intellectual factors which contribute to reading difficulties	1	2	3	4	5
1	2	3	4	5	90.	Assess student reading level	1	2	3	4	5
1	2	3	4	5	91.	Diagnose reading problems	1	2	3	4	5
1	2	3	4	5	92.	Prescribe remedial math activities	1	2	3	4	5
1	2	3	4	5	93.	Prescribe remedial reading activities	1	2	3	4	5
1	2	3	4	5	94.	Assess student comprehension of math concepts	1	2	3	4	5
1	2	3	4	5	95.	Devise alternative methods of grading	1	2	3	4	5
1	2	3	4	5	96.	Incorporate world of work into math instruction	1	2	3	4	5
1	2	3	4	5	97.	Evaluate student reading progress	1	2	3	4	5
1	2	3	4	5	98.	Identify physical factors which contribute to reading difficulties	1	2	3	4	5
1	2	3	4	5	99.	Administer appropriate diagnostic reading tests					
1	2	3	4	5	100.	Diagnose specific reading difficulties	1	2	3	4	5
1	2	3	4	5	101.	Identify educational factors that contribute to reading difficulties	1	2	3	4	5

Of no importance	Of little importance	Of some importance	Of considerable importance	Of great importance			Never	Occasionally	Monthly	Weekly	Daily
					COUNSELING:						
1	2	3	4	5	102.	Interpret results of vocational interests tests	1	2	3	4	5
1	2	3	4	5	103.	Devise problem-solving techniques	1	2	3	4	5
1	2	3	4	5	104.	Identify symptoms of drug abuse	1	2	3	4	5
1	2	3	4	5	105.	Locate help for drug related problems	1	2	3	4	5
1	2	3	4	5	106.	Develop value clarification strategies	1	2	3	4	5
1	2	3	4	5	107.	Identify counseling technique	1	2	3	4	5
1	2	3	4	5	108.	Inform students of scholarships and grants available	1	2	3	4	5
1	2	3	4	5	109.	Conduct orientation for available academic and vocational programs	1	2	3	4	5
1	2	3	4	5	110.	Identify requirements of local vocational programs	1	2	3	4	5
1	2	3	4	5	111.	Assess the ability of individual to modify his or her behavior	1	2	3	4	5
1	2	3	4	5	112.	Direct students into alternative programs	1	2	3	4	5
					ADDITIONAL COMPETENCIES:						
1	2	3	4	5	_____		1	2	3	4	5
					_____						
1	2	3	4	5	_____		1	2	3	4	5
					_____						
1	2	3	4	5	_____		1	2	3	4	5
					_____						

SECTION III

EXAMPLES OF UNIVERSITY-BASED PERSONNEL PREPARATION PROGRAMS

One of the major objectives of the two University of Illinois national workshops was to identify a number of approaches to preparing personnel to serve special needs students and special needs personnel. Twenty-five diverse yet viable approaches to preparing teachers, work experience coordinators, counselors and other personnel were developed. The program descriptions presented within this section were obtained during March, 1977. Represented are those universities which participated in one of the national workshops and responded to a personnel preparation survey instrument. All of the features of each program reported in the survey are included in the descriptions. A number of inter-and intra-university program and departmental arrangements can be found in this sample, as well as a variety of faculty and staff backgrounds. No attempt has been made to compare the programs.

University of Vermont
Burlington, Vermont

Program Title: Professional Development Program for Vocational Special Needs Personnel

Team Members:

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Christine Morgan
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Program Overview:

The Vermont program is presently undergoing close review and revision. The staff offers inservice workshops for vocational teachers, county extension workers and sheltered workshop personnel. A multi-disciplinary undergraduate major will be implemented in September, 1977 with emphasis on preparing home economics, industrial education and vocational related academic personnel. M.Ed program is also planned for September, 1977.

Current Program:

The Vermont staff is heavily involved in inservice education for Agricultural Education, Home Economics, Trade and Industrial Education personnel who serve mildly handicapped and/or disadvantaged learners. Inservice instruction is also offered to instructors of work/study programs for disadvantaged youth and personnel who serve the severely handicapped within the sheltered workshop setting.

Additional Team Activities:

1) Currently completing a series of special needs leadership simulation exercises based upon research from Vermont area vocational centers.

2) Presently revising the "Vermont Guide for Teaching Adolescents with Special Needs."

3) Provided leadership in forming the Vermont Special Needs Association.

4) Completing a "Guide to Instructional Materials Used in Vermont Diversified Occupation Programs for Special Needs Students."

5) Expect to complete and publish a 15-module series "Selected Readings and Resources for Inservice Vocational Educators Working with Special Needs Students."

Central Connecticut State College
New Britain, Connecticut

Program Title: The Preparation of Professional Personnel in the Education of Special Needs Students

Team Members:

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Connecticut State Dept. of Education
Division of Vocational Education
Hartford, Connecticut 06106

Program Overview:

Central Connecticut is in the process of developing a competency-based preservice and inservice program to provide industrial arts, vocational education and career education personnel with the competencies necessary for serving students with special needs (handicapped and disadvantaged). In an attempt to develop an interdisciplinary approach to special needs programming, special educators at the secondary level will be provided with the competencies necessary to work with industrial arts and vocational educators, and special educators at the elementary school level will be provided with the competencies necessary to conduct hands-on (Industrial Arts) activities with special needs students. Personnel from the above mentioned program areas have worked on the development of this program since 1974.

Current Program:

The graduate program in Industrial Arts provides students with course work on serving the mildly handicapped learner.

Future Program Directions:

Projected plans call for a program to train specialists from industrial arts, vocational and career education in special education. These individuals may have a major in industrial arts, vocational education or career education but will complete a minor in special education. Likewise, a special education major would have the opportunity to complete a minor in industrial or career education. These "specialists" will attain in-depth knowledge and experience outside of their major field to a greater degree than is normally required.

Additional Team Activities:

1) Presentations to various faculty departments and professional groups regarding program activities.

2) Have developed performance oriented general objectives for competencies identified in earlier phases of their program.

3) Have distributed "A Summary Report of a Needs Analysis Survey for Vocational and Career Education for the Handicapped in Connecticut" by Williams and Dawson, regionally and nationally to interested parties.

Keene State College
Keene, New Hampshire

Program Title: Vocational Special Services

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Del Ogg
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Keene, New Hampshire 03431

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Program Overview:

The vocational special services program at Keene State College consists of three major components:

1) Preservice Training--Undergraduate and graduate courses including a field-based practicum.

2) Inservice Training--Inservice instruction is provided for all vocational teachers working with special needs students.

3) Learning Resource Center (LRC)--The LRC is utilized for preservice training in the use of instructional materials. In addition, the center serves as a collection and dissemination unit for special needs materials for local school district vocational teachers.

Current Program:

The Keene State program is primarily designed to provide inservice instruction and resource aids to local vocational teachers serving the disadvantaged and mildly handicapped. In addition, undergraduate and graduate special needs courses are offered to Home Economics, Trade and Industrial and General Vocational-Technical Education students.

Future Program Directions:

Keene State College plans to develop an undergraduate vocational education program on how to work with students with special needs. A special needs emphasis is also being developed in the graduate vocational education program.

Additional Team Activities:

1) An annotated biography of current vocational special needs materials located in the Learning Resource Center is to be completed by March 1, 1977.

2) A brochure on the Vocational Special Services Program is available.

3) Staff development activities and graduate seminars on vocational special needs are conducted.

4) Assistance is provided to local vocational programs in the areas of planning, implementing and evaluating special services programs.

Rutgers College
Rutgers--The State University
Brunswick, New Jersey

Program Title: Secondary Teachers of the Handicapped

Team Members:

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Program Overview:

The staff at Rutgers College take great pride in being one of the first undergraduate degree programs for secondary teachers of the handicapped in the country. The program offers a major in special education at the secondary level, leading to a bachelor's degree and teaching certification. All courses are offered in the late afternoon or early evening. This scheduling arrangement enables courses to be available on both a preservice and inservice basis. Most of the inservice teachers are vocational education personnel who are able to obtain a certificate as "Teacher of the Handicapped," valid for all grade levels in addition to standard vocational teaching certification.

State University College
New Paltz, New York

Program Title: An Articulated Program of Teacher Education for Special Needs Youth

Team Members:

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Dept. of Educational Studies
OM 111
State University of New York
New Paltz, New York 12561

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BOCES, Putnam/N. Westchester
Yorktown Heights, New York 10598

Paul Irvine
Special Education
BOCES, Putnam/N. Westchester
Yorktown Heights, New York 10598

Joseph Trippi
Special Education
OM 113
State University of New York
New Paltz, New York 12561

Program Overview:

The New Paltz program represents a close working relationship between vocational and special educators at the university and local education agency level. Faculty at the State University of New York at New Paltz and the Board of Cooperative Educational Services (BOCES) of Putnam/ Northern Westchester Counties are proposing to combine resources to design preservice and inservice programs for vocational and special education teachers. A graduate level degree program is planned to provide special education teachers with competencies in vocational/technical education for the handicapped. In addition, the University and BOCES are designing an inservice program for vocational and special education instructors in Putnam/Northern Westchester Counties.

Current Program:

The graduate program in special education provides each student with competencies in prevocational education. The Special Education Department also offers a program to prepare teachers to serve the severely handicapped within a sheltered workshop setting.

Future Program Directions:

The University/BOCES team has submitted a proposal to USOE for developing a graduate level preservice program for special needs teachers and to provide special needs inservice instruction to vocational and special educators within the Putnam/Northern Westchester area. In addition, the team plans to develop new relationships with other education agencies within their region, to establish a staff development program for collegial faculty, to conduct a survey of special and vocational teachers to assess necessary teacher competencies for vocational education of the handicapped and offer a course during Spring, 1977 entitled Vocational Guidance for the Handicapped, to be team taught by vocational and special education personnel.

University of Maryland
College Park, Maryland

Program Title: Strategies for Professional Staff Development in Vocational Programming for Special Needs Students

Team Members:

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Business/Distributive Education
College of Education
University of Maryland
College Park, Maryland 20740

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Dept. of Industrial Education
College of Education
University of Maryland
College Park, Maryland 20740

George Marx
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David Malouf
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College of Education
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College of Education
University of Maryland
College Park, Maryland 20740

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Program Overview:

Although there are numerous individual efforts at the University of Maryland to prepare vocational teachers to teach students with special needs, there is a need to combine resources to present a systematically coordinated inter-departmental approach to personnel preparation in this area. The Maryland team proposes to approach this need by: 1) organizing an intensive faculty inservice program for vocational, special education and counseling personnel at the University of Maryland, 2) commence a statewide effort to identify the personnel training needs of vocational teachers serving special needs students and 3) develop university programming (courses and/or units) to address assessed personnel needs.

Current Program:

An inter-departmental steering committee has been organized and meets twice a month with Maryland State Department of Education, Division of Vocational-Technical Education representatives to organize the faculty inservice program, and discuss statewide needs and strategies. The committee is planning the faculty inservice during early Spring, 1977. The program will consist of a three-hour morning session for faculty participants, a month-long period for individual study and/or field visitations with identified resource persons, stations, and materials followed by a day-long workshop on issues related to preparing teachers to teach

special needs vocational education students. In addition to steering committee meetings, a special faculty planning session was conducted to gather input for the content, method and desired outcomes for the faculty inservice activity. All university vocational, special education and counseling staff personnel were notified of the project and invited to participate in the three-part faculty inservice program.

Future Program Directions:

A Research Assistant has been hired to assist in organizing and conducting the statewide assessment of vocational education personnel training needs. The results of this project will enable university team members to design new and/or revise existing coursework to better prepare vocational and secondary special educators to serve students with special needs.

The University of Maryland personnel preparation program, therefore, is a two-fold effort to: 1) sharpen the competencies of the university staff to provide a coordinated approach to preparing vocational teachers of special needs youth and 2) refocus, expand and strengthen current undergraduate and graduate vocational education curriculum. It is anticipated that these two directions will produce a cadre of well-informed teacher educators who can serve as statewide resource persons for field-based inservice, provide consultative assistance to local school districts and develop a more responsive and coherent university-based program to meet the immediate identifiable needs of teachers serving special needs students.

The West Virginia Consortium:
West Virginia College of Graduate Studies
Marshall University
West Virginia Institute of Technology

Program Title: Consortium for Training of Vocational and Special Education Teachers on a Graduate and Undergraduate Level

Team Members:

Le Vene Olson
Dept. of Occupational Education
Marshall University
Huntington, West Virginia 25701

Iva Dean Cook
Special Education
College of Graduate Studies
Institute, West Virginia 25112

Jean Davis
West Virginia State Dept. of Education
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George Culnon
Dept. of Voc-Industrial Education
West Virginia Institute of Technology
Montgomery, West Virginia 25136

Program Overview:

One long-term objective of the consortium is to develop a systematic statewide approach to personnel development to meet the needs of persons engaged in teaching Vocational Education to special needs students and Special Education personnel responsible for special needs students at the secondary level. Pre and inservice workshops and formal course work will be planned to meet the objective of personnel development.

A second long-term objective is to develop an annotated bibliography of professional and instructional materials related to developing and implementing programs for special needs students. The team also plans to collect media and materials related to Vocational Education for the Handicapped and house them in the College of Graduate Studies Special Education Instructional Materials Center for statewide dissemination.

A special technical assistance team will be organized to provide guidance and technical assistance to the consortium. A slate of names has been compiled by members of the consortium and the Presidents of the three colleges will be asked by consortium members to approve the slate and invite the persons to serve.

In addition to seeking approval of the three college Presidents, the West Virginia State Director of Vocational, Technical and Adult Education will be asked to approve the concept of the consortium and the planned activities.

Current Program:

In addition to the coordinated consortium effort, each of the three universities has an on-going special needs program at their respective institution:

Marshall University

Marshall provides special needs instruction to preservice undergraduates in business and office education, distributive education and vocational rehabilitation. In home economics education, special needs instruction is provided to preservice undergraduates and inservice graduate students. Graduate level special needs inservice instruction is available to cooperative vocational education teacher-coordinators, general vocational-technical education majors, vocational administrators and prevocational instructors.

West Virginia College of Graduate Studies

The special education department is currently offering two inservice graduate level courses for teachers involved in vocational programming for special needs students.

During Summer, 1976 the College of Graduate Studies sponsored a statewide interdisciplinary institute on vocational programming for the handicapped. The College has received funds from the National Coordinating Office of the Regional Resource Center at the University of Kentucky and the Mideast Regional Resource Center in Washington, D.C. to print and disseminate nationally 2500 copies of the institute proceedings.

As a follow-up to the West Virginia Institute, a six-hour Special Topics course was offered during Winter, 1977. Thirty students (5 teams), representing five counties in West Virginia were enrolled. The major objective of this course was that each team develop plans for implementing vocational education for the handicapped and then implement their plans. An interesting component of the course was that both the Director of Mental Retardation within the State Special Education Division and the Special Needs Supervisor from the State's Bureau of Vocational, Technical and Adult Education served as consultants to the teams. In addition, the West Virginia Division of Vocational Rehabilitation assigned staff members to work with each team.

West Virginia Institute of Technology

The West Virginia Institute of Technology offers undergraduate special needs instruction to students enrolled in vocational-technical education.

Future Program Directions:

Marshall University

Marshall is planning to add a special education staff member to their Department of Occupational, Adult and Safety Education sometime in the future. The staff is also planning to develop curriculum during Summer, 1977 for vocational teachers of special needs students. Where possible, Marshall and the College of Graduate Studies will cross list courses.

West Virginia College of Graduate Studies

The College is planning to develop a series of 7 special needs teacher education course modules, pending funding from USOE. It is anticipated that completion of the 7 modules could lead to a Certificate of Advanced Studies for students who have completed master's degree in special education. Where possible, COGS and Marshall will cross list these modules.

West Virginia Institute of Technology

The West Virginia Institute of Technology is planning a Vocational Special Needs Specialist program. The staff has developed one undergraduate course outline entitled "Introduction to the Disadvantaged and Handicapped" and have two others in progress, "Curriculum for Special Needs" and "Introduction to Special Needs Education." All three courses will be competency-based. The staff is also planning to provide special needs inservice coursework for inservice teachers and vocational rehabilitation teachers. In addition the department chairman has assisted in a published document entitled "BRAVO," concerning a special project for special needs students in Brooke County, West Virginia.

Current Program:

In addition to the coordinated consortium effort, each of the three universities has an on-going special needs program at their respective institution:

Marshall University

Marshall provides special needs instruction to preservice undergraduates in business and office education, distributive education and vocational rehabilitation. In home economics education, special needs instruction is provided to preservice undergraduates and inservice graduate students. Graduate level special needs inservice instruction is available to cooperative vocational education teacher-coordinators, general vocational-technical education majors, vocational administrators and prevocational instructors.

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Auburn University
Auburn, Alabama

Program Title: Special Needs Coordination Unit

Team Members:

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Program Overview:

The Special Needs Coordination Unit officially began in September, 1976 when Auburn University budgeted a special needs position in the Center for Vocational and Adult Education. Activities conducted since September include a statewide survey of vocational educators needs with regard to training and resources, the problems encountered in providing services to disadvantaged and handicapped students and a sharing of positive experiences in working with special needs students. The results of this survey were published and disseminated throughout Alabama and to other interested persons throughout the Country. A Coordinating-Council consisting of staff from Vocational Education, Special Education and Vocational Rehabilitation has been formally organized to serve as a planning and coordinating unit for Vocational Special Needs in the State. The Coordinating-Council has been active in providing input into the federal regulations for PL. 94-482 and into the state plan for vocational educators.

Current Programs

The Department of Vocational and Adult Education at Auburn incorporates Vocational Rehabilitation, Special Education, Vocational and Adult Education and Industrial Arts Education. This coordinated effort provides flexibility in programming and the opportunity for undergraduate, masters and doctoral

students to experience a broad range of educational and experiential activities. Auburn currently hosts one of the major training programs in the country for preparing vocational evaluators and adjustment services specialists.

Future Program Directions:

With the expansion into the area of vocational special needs there are now considerations for developing a graduate program in special needs with an emphasis on the preparation of coordinator and leadership personnel. The first special needs course was offered during the Winter quarter of 1977. Additional coursework and inservice training will be conducted this coming year related to the needs expressed in a statewide survey of vocational education. A grant proposal for the development of a performance-based individualized preservice training curriculum for training vocational educators in special needs has been submitted. A career education proposal for the handicapped has also been submitted as part of the special needs coordination unit.

Additional Team Activities:

The Special Needs Team has been expanded from four to six members and has formally been designated as the Special Needs Coordinating Council. A regular memorandum and frequent phone communication has kept the council active and developing. A formal meeting of the Coordinating Council is scheduled for April of 1977.

Florida Consortium

(University of Florida, Florida State University, Florida Technological University and the Florida Learning Resources System)

Program Title: A State Plan for Preparing Vocational Educators Who Work with Handicapped Students

Team Members:

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Norman Hall
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Gainesville, Florida 32601

Joel Corley
State Department of Education
Tallahassee, Florida 32304

Program Overview:

The Florida Consortium has been actively involved in carrying out their comprehensive action plan. One of their main goals is to establish a network of communication around the state. Their approach also involves program development, a delivery system and an evaluation plan for improving teacher education for those educators who work in vocational areas with handicapped students.

Consortium Activities:

Five major activities were initiated during 1976 and 1977:

1. A statewide assessment on personnel needs in vocational education for handicapped students has been completed.

2. An inservice instructional research and development project was funded. Five inservice teacher education packages are being developed. Product dissemination is scheduled for September, 1977.

3. The Consortium was instrumental in creating and conducting a statewide workshop on vocational education for handicapped students during March, 1977. A significant outcome of the workshop was the development of recommended state guidelines for implementing and improving vocational programming for handicapped students. These guidelines have been submitted to the State Directors of Special Education, Vocational Education and Vocational Rehabilitation for their review, reaction and/or action.

4. The statewide communications system was strengthened by adding a section on vocational education for special needs students in the monthly newsletter sent out by the Florida Learning Resource Centers. This newsletter is distributed to local, district and university personnel.

5. Consortium team members will be presenting a program on vocational programming for special needs students at the August, 1977 Florida Vocational Association Conference.

The results of the above activities should keep team members going for quite a few years!

University of Florida
Gainesville, Florida

Program Title: Preservice and Inservice Preparation of Vocational and Special Education Teachers and Researchers in Dealing with Special Needs Students at the Secondary Level.

Team Members:

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University of Florida
Gainesville, Florida 32611

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Program Overview:

The Department of Special Education and Division of Vocational, Technical and Adult Education at the University of Florida have combined efforts to offer undergraduate through doctorate degrees in special education, graduate degrees in vocational education and extensive in-service training. The special education offerings include undergraduate teacher training at the secondary level, a master's degree which includes secondary level emphasis and a doctoral program which emphasizes secondary/vocational research and leadership. The vocational education graduate programs offer the opportunity for students to specialize in special needs populations. In-service programs include consulting to local school districts and an annual summer workshop for vocational teachers who work with handicapped students. This workshop emphasizes knowledge of handicaps, communications training, practical experience with special students, safety considerations and classroom management techniques.

Future Program Directions:

Further emphasis has been put on the priority of vocational level special education. Additional federal funds have been requested to develop a statewide communications model to assist vocational teachers with their daily problems of dealing with handicapped students.

Additional Team Activities:

1. Dr. Schwartz, in cooperation with Drs. Hensel, Reichard and Towler, is currently conducting a research and development project funded by the USOE Bureau of Occupational and Adult Education. This project is developing instructional materials to help vocational teachers acquire knowledge of and improve attitudes toward handicapped students.

2. Both professors are involved in training programs/workshops for vocational teachers and administrators.

3. Related Publications:

   A. Schwartz, S.E. and Stodden R., Training Institute for Vocational Teachers Working with Handicapped Students. Final Report, Grant 718-A92, State of Florida, Gainesville, Florida, 1976.

   B. Schwartz, S.E. and Westling, D., Academics for Vocational Competence: A Secondary Special Education Issue. Thresholds in Secondary Education, Fall, 1976, 8-9, 21.

   C. Stodden, R., Casale, J. and Schwartz, S.E., Work Evaluation and the Mentally Retarded: Review and Recommendations. Mental Retardation, in press.

   D. Schwartz, S.E., Workshop Report - Vocational Teacher Working With Handicapped Students. Final Report, Grant VTAD-6-0187, State of Florida, Gainesville, Florida, 1976.

Purdue University
West Lafayette, Indiana

Program Title: Preparing Professional Personnel for Vocational/Special Education Programs for Students with Special Needs at the Secondary and Post-Secondary School Levels

Team Members:

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Purdue University
West Lafayette, Indiana 47907

Larry Fosler
State Board of Voc-Tech Education
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Program Overview:

This program is designed as a statewide university faculty and administration inservice activity during 1977. The target population includes all vocational teacher educators, special education teacher educators, guidance and counseling educators and appropriate university administrative personnel.

Content focuses on recent legislation regarding special needs learners, its implication in the area of vocational education and the thrust within the State of Indiana as specified in the current State Plan for Vocational Education.

The activity format involves exchange and planning with appropriate State Board of Vocational Teacher Education members and representatives from the Department of Public Instruction who are responsible for educational programs for disadvantaged and handicapped learners. In a retreat setting, university faculty and administrators will have the opportunity to interact with state education personnel.

The outcome desired is a commitment on the part of university personnel to increase opportunities for preservice and inservice teacher preparation. A university contact person will be identified from each of the participating institutions offering preservice teacher education programs. This individual will recruit faculty representation from special education

teacher preparation. A special meeting will be conducted for contact personnel to preview materials and provide them with the faculty inservice package. Purdue University team members will be available as resource personnel to encourage and assist other state institutions of higher education in their efforts to provide vocational special needs personnel development programs.

Additional Team Activities:

1. Materials and workshop format are being designed to inform and update university faculty and administration concerning federal and state legislation and instructional priority areas regarding special needs learners. Visuals, handouts and resources will be available to other universities for their use.

2. A statewide survey to identify placement and follow-up services for secondary special needs students completing vocational programs is in the planning stages.

3. A multi-mode graduate level inservice course entitled, "Mainstreaming the Special Needs Student in Vocational/ Occupational Secondary Programs" will be offered through Purdue's Continuing Education Program. The course format includes ten TV lessons, three workshops and a contracted individual learning prescription containing selected modules and intern experiences. The primary target population will be secondary vocational and special education teachers. Discriptive brochures for this course will be available July, 1977.

Texas A & M University
College Station, Texas

Program Title: Special Needs Personnel Preparation Program in Vocational Education/Special Education Survey

Team Members:

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State Department of Education
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Program Overview:

The vocational education special needs program at Texas A & M University is a college-wide effort to address the issue of career preparation and adjustment of handicapped persons. Participation in the program can lead to certification as a vocational teacher of the handicapped or as a work-study coordinator for the handicapped. Course components are also being developed for infusion into existing courses in educational administration, counseling, and adult education.

Current Program:

In addition to the offerings noted in the overview section, Texas A & M provides inservice training on serving the moderately and mildly handicapped to vocational instructors in agriculture, business and office, distributive, home economics, trade and industrial education and to industrial arts teachers.

Inservice course offerings are available to assist prevocational and work/study program personnel to better meet the needs of disadvantaged, mildly and/or moderately handicapped learners.

Future Program Activities:

The program is assured of local support and is continuing to expand through activities funded by outside resources. A new course on career preparation of the handicapped is being developed through the special education program and two new courses on teaching the handicapped in vocational education are being added to the vocational education curriculum. Plans are also being formulated to design a preservice/inservice graduate level program to prepare personnel to meet the vocational needs of the severely handicapped.

Additional Team Activities:

1. A state RCU grant and a federal BOAC part C grant have been received to conduct vocational concept learning activities for special needs students. An application for research on an open entry/open exit model of vocational programming for the handicapped is pending approval.

2. "The Validity of the Nonreading Aptitude Test Battery for the Mentally Retarded." Educational and Psychological Measurement, 1976, 36, 527-552.

   Teaching Vocational Concepts to Special Needs Students. Final Report, Texas Education Agency, 1976.

3. Presentations at the American Vocational Association Conference and the Kentucky Special Needs Workshop in March feature the A & M program.

4. In January 1977, the program co-sponsored a statewide workshop on vocational education's role in secondary programming for the handicapped. Ten regional workshops have also been held.

Prairie View A & M University
Prairie View, Texas

Program Title: An Interdisciplinary Education Project to Benefit Teachers of Special Needs Students

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Program Overview:

The Prairie View A & M University program is designed to develop a system for preparing administrators, teachers and counselors to better serve the needs of disadvantaged learners. The delivery system for the implementation of this program will culminate in an organized workshop for personnel from special education, vocational education, industrial education, employment agencies and representatives from business and industry. The major emphasis of this Summer, 1977 workshop will be on the establishment of an interdisciplinary instructional program for educating school personnel.

Current Program:

The College of Industrial Education and Technology has been engaged in preparing teachers, administrators and counselors to work with the disadvantaged for an extended period of time. Also, the College has conducted a program designed to train and place disadvantaged out-of-school adults in employment stations for the past ten years.

Future Program Directions:

The Prairie View staff is planning to offer a graduate level preservice program for preparing vocational education specialists to serve the disadvantaged and mildly handicapped.

Additional Team Activities:

1. The team is presently investigating the possibility of receiving state funds to supplement current team efforts and future interdisciplinary projects.

2. The Summer 1977, workshop project results will be disseminated to local school and state educational agencies, business and industry leaders and other interested personnel.

3. The University submitted a proposal to the United States Office of Education for research funds to develop an instructional system for teaching vocational education to the disadvantaged adult.

University of Missouri-Columbia
Columbia, Missouri

Program Title: Project CESNA (Career Education Special Needs Assessment)

Team Members:

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Sandy Alper
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Program Overview:

Faculty members in the programs of Vocational Teacher, Special Education and Counselor Education at the University of Missouri have frequently been involved in cooperative, interdisciplinary projects. In addition, the University has been in close contact with the State Department of Education to upgrade competencies of instructional personnel who work in special/ vocational programs.

Current Program:

Three departments at the University of Missouri-Columbia are combining efforts to assess the training needs of vocational educators, counselors, and special education teachers who are or will be working with special needs students. This is a statewide survey and is being funded by the State Department of Elementary and Secondary Education.

The objectives of this project are:

(1) To identify the critical competencies needed by various types of secondary level school personnel to work effectively with handicapped and disadvantaged students within a career education context.

(2) To develop a conceptual inservice training program model that will provide an opportunity for such personnel to develop the critical competencies they need to work effectively with handicapped and disadvantaged students.

(3) To develop a conceptual preservice training program model that will more adequately prepare vocational teachers, special education teachers, and guidance personnel to work with handicapped students within a career education context. The preservice/inservice models developed through this project will be completed by summer, 1977. State and/or national dissemination of project products is yet to be determined.

Future Program Directions:

The results of Project CESNA will assist the staff in designing a preservice undergraduate integrative experience specialization to prepare vocational, special education and guidance personnel to work with special needs students to enhance their career/vocational development in secondary and post-secondary programs. In addition, the design of an inservice, graduate, undergraduate delivery system for special, vocational and guidance personnel is to be developed. The proposed preservice and inservice programs will be organized to assist personnel to better meet the career/vocational needs of disadvantaged, mildly, moderately and severe/profoundly handicapped learners.

University of Nebraska
Lincoln, Nebraska

Program Title: Teacher Preparation for Special Vocational Needs Programs

Team Members:

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Program Overview:

The Special Vocational Needs Teacher Education program at the University of Nebraska is designed for l th undergraduate and graduate students. The State Department of Educacion has a secondary endorsement in the area of Special Vocational Needs. This endorsement consists of fifteen hours of coursework within the departments of vocational and special education. The majority of practical arts and vocational education majors work toward securing this endorsement. In addition, many majors from other disciplines such as Math, English and Social Studies take work in this area to better prepare themselves for working with disadvantaged and handicapped learners.

Current Program:

The special needs endorsement program consists of the following courses:

V.E. 434/834	Introduction to special vocational needs (3 credit hours)
V.E. 435/835	Development and implementation of special vocational needs programs (3 credit hours)
V.E. 436/836	Special vocational needs in career education (3 credit hours)

V.E. 437/837	Field experiences in special vocational needs (1-3 credit hours)

In addition, the students select, according to their professional interests, work in several of the following special education courses.

E.P.M. 479/879	Psychology of exceptional children (3 credit hours)
E.P.M. 988	School resource personnel as consultants (3 credit hours)
E.P.M. 982	Seminar in habilitation of the adolescent mentally retarded (2 credit hours)
E.P.M. 986	Seminar in psychology of exceptional children (2 credit hours)
E.P.M. 480/880	General and specific learning disabilities (3 credit hours)

All students working in the area of Special Vocational Needs develop, in conjunction with the special vocational needs teacher educator, their own interest-based program of study.

The University of Nebraska-Lincoln in cooperation with regional state colleges offers inservice workshops throughout the state. There are three specific workshops that have and are being offered. They are: 1) Orientation to Special Vocational Needs Students, 2) Curriculum Modification for Special Vocational Needs Learners, and 3) Career Education for the Special Vocational Needs Students. These workshops are two days in length and are normally taken in sequence.

Additional Team Activities:

1. Work is currently underway to explore the various delivery strategies that have maximum learning effectiveness on special vocational needs students.

2. Publications:

   A. "Development and Utilization of Special Vocational Needs Teacher Competencies."
   B. "Vocational Education's Role in Career Education for Handicapped Students."

3. Faculty inservice is conducted via two-day retreat sessions and informal meetings.

Drake University
Des Moines, Iowa

Program Title: Workshop for Teams of Local School District Vocational Education and Special Education Personnel Serving Special Needs Students

Team Members:

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Program Overview:

The Drake University program offers several unique dimensions to special needs vocational teacher education. Drake is one of the few private universities involved in the cooperative preparation of vocational and special educators to serve the special needs learner within the vocational setting. Further, the Drake special needs team, in conjunction with several Divisions within the Iowa State Department of Public Instruction, have combined resources to provide inservice teacher education services related to special needs vocational programming. Interesting features of this arrangement are the multiagency involvement at both university and state levels and plans to implement a statewide inservice program.

Current Program:

Drake is presently involved in preparing for a statewide workshop for teams of local education agency personnel. The purpose of this Summer, 1977 workshop is to assist local school districts in designing and implementing plans to increase their effectiveness in meeting the vocational needs of handicapped and disadvantaged students. Teams of school personnel including one administrator, one counselor, one or more vocational educators and one or more special educators will participate in the workshop. Post-workshop follow-up technical assistance will be provided to each school district by the Drake special needs team.

Future Program Directions:

The Summer workshop has two important goals; 1) to provide assistance to local school district teams in expanding services to special needs students and 2) to use the workshop experience as a base to build a comprehensive interdisciplinary vocational teacher education program. The information obtained from the summer workshop will assist Drake/State Department team members in establishing statewide inservice graduate level programs to prepare vocational educators, special educators, counselors and administrators to better meet the vocational needs of mildly, moderately and severely handicapped learners.

California State University
Long Beach, California

Program Title: Interdisciplinary Cooperation in Vocational/Career Education for the Handicapped.

Team Members:

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Program Overview:

Four distinct disciplines at this University have been cooperating in developing programs, courses, and proposals relative to career/vocational education of the handicapped. They are: special education, vocational education, home economics, and counseling. Students from these disciplines participated in the first career development for the handicapped course, Fall of 1976, offered by the Special Education Program.

Members of the team have developed units of instruction in their various disciplines. One was expanded into programs for handicapped homemakers. Another will devote her projected sabbatical to the study of home economics for the handicapped. Vocational education and special education have cooperated in a grant proposal directed at inservice training. The counseling program has initiated a course of studied leading to a certificate in career education which includes development of career futures for the handicapped.

Current Program:

Preservice and inservice special needs instruction are offered to home economics, general vocational-technical, prevocational, work-study and cooperative vocational education program personnel. Career development for the mildly, moderately and severely handicapped is an integral part of

the preservice graduate level program for special education majors. In addition, special needs inservice graduate level instruction is provided to CETA personnel.

Additional Team Activities:

1. Two proposals have been submitted to USOE

   A. "Interdisciplinary Institute for Vocational Preparation and Counseling of Special Needs Individuals"

   B. "Special Inservice Education for Vocational Educators"

2. Publications:

   A. Kokaska, C. "Recent expansions in careers for the handicapped." Thresholds in Secondary Education, 2, 3, 1976, 14-15 + 23-25.

   B. A Special Report. The President's Committee on Employment of the Handicapped. Sept. 1976. Review of previous publications by Sigler, G. and Kokaska, C. "Job placement of the mentally retarded."

   C. Kokaska, C. (ed.) "Career education for the handicapped," Career Education Quarterly, Spring 1977, in press.

   D. Kokaska, C. and Kolstoe, O. "Special education's role in career education for handicapped students." Journal of Career Education. Winter 1977.

The University of Wyoming
Laramie, Wyoming

Program Title: A "Deliverable Media-Based Training Package" to Assist Vocational Teachers in Serving Students with Special Needs.

Team Members:

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Laramie, Wyoming 82071

Program Overview:

The staff at the University of Wyoming is heavily involved in providing statewide inservice instruction on serving the handicapped to all vocational education teachers. In order to strengthen inservice efforts the Wyoming team is developing a package of training materials to supplement teacher education activities.

Current Program:

Public Law 94-142, as well as the State of Wyoming Rules and Regulations Governing Programs and Services for Handicapped Students require that regular education staff and faculty receive inservice training regarding the education of the handicapped. The University of Wyoming, the only four year teacher training institution in the state, is largely responsible for providing instructional support services to local school districts throughout the state. At present, the team is involved in teaching special needs vocational education extension courses and working on the design and field-test of the multimedia inservice training package for use by local school districts to support mainstreaming activities.

The inservice package will include sections and materials related to the following areas:

1. Awareness of the problems concommitant with handicaps.

2. Legal requirements for the education of the handicapped and the rights of the handicapped.

3. Resources available for assisting the vocational teacher in the education of the handicapped.

4. Strategies for identification, assessment, prescription, programming and teaching the handicapped.

By June 1, 1977 the package will be field tested, evaluated by teachers and ready for final revision. This package is only a small component of an overall effort to blend special and vocational education programs into a concerted effort to provide services to handicapped students in Wyoming's public schools. Other programs and projects are being implemented to cross train vocational and special educators. The deliverable training package will be used in these programs and projects as well as being available to school districts to use for local inservice programs.

SECTION IV

SELECTED PROGRAMS FOR SPECIAL NEEDS STUDENTS

The purpose of this section of the document is to give the reader an idea of some of the programs for special needs individuals which are in operation around the country. The focus is on a few programs at the local level which deal with students and their prevocational and/or vocational needs. This is, of course, only a small sampling of the many excellent programs.

Title: Getting Handicapped Students into the Mainstream
Author: Louis Sarandoulias
Publication: American Vocational Journal, pp. 22-25
Date: May 1975

This article describes the program of Camden County (N.J.) Vocational and Technical School System for mainstreaming its students. Before being enrolled in the program, the students go through an orientation program. This orientation program is conducted as a simulated industrial work experience in which the emphasis is on work habits and attitudes. On the basis of the orientation program, students are placed either in more specialized skill training programs, regular vocational school programs or on-the-job or work-study programs. The program has been so successful that plans are being made to increase their facilities to serve 800 students during the day and more than 3,000 adults in the evening. It is important to recognize the fact that without the seed monies available through the 1968 Vocational Education Amendments the program never would have become a reality.

Title: Project SERVE
Institution: East Metropolitan Special Education Council
Contact Person: Mr. Charles F. Wrobel
Executive Director
447 Macalester
St. Paul, Minnesota 55105

Project SERVE (Special Education, Rehabilitation, and Vocational Education) is a unique program combining personnel from three different disciplines and serving students in twelve different school districts. Student enrollment is over 600 and most have been labeled as educable mentally retarded or learning disabled.

Students have established vocational goals, receive school credit for work experience, receive one-half day in academics and one-half day in job training. Both prevocational and vocational training is provided. Students are supervised by trained vocational counselors who are dually certified in vocational education and special education.

ED 072 235
Title: Research in Developing a Program in Basic Vocational Studies. Final Report.
Institution: Brooke County Board of Education
Location: Wellsburg, West Virginia
EDRS PRICE: MF - $0.65, HC - $6.58

This report describes the research and organization involved for implementing a coordinated county academic-vocational program for mentally, physically, and emotionally handicapped students at the high school and post-secondary levels. An occupational survey and literature review preceded the development of a flexible academic curriculum providing basic instruction and remedial work in language arts and mathematical skills. Job orientation, vocational skills development for the occupations centering on food service and building maintenance, on-the-job training, and the services of a rehabilitation counselor are provided in this 4-year special program. Inservice training for professional staff, program evaluation, and accountability constitute major programmatic needs. The curriculum guide includes numerous unit outlines, term definitions, visual aids, program goals and objectives, and resource materials. Staff roles and responsibilities are delineated for this state funded developmental project.

Title: Occupation Training for Learning Disabled Youth
Institution: Nassau County Board of Cooperative Educational Services
125 Jericho Turnpike
Jericho, N.Y. 11753
Contact Person: Mr. William T. Callahan

This project is unique in that it serves learning disabled students from 5 to 21 years of age. The program activities aim toward occupational awareness, preoccupational exploration opportunities, and in-depth occupational training. Students in the junior high school age range (11-16) are placed in seven preoccupational laboratories. Students from 15 to 21 receive specific occupational training in horticulture, food services, health services, electronics, building maintenance, distributive education, and office occupations. Formal occupational training culminates with related cooperative work experience.

Title: Methods in Vocational Education: Report to Pennsylvania Department of Education, Bureau of Vocational, Technical and Continuing Education
Institution: Bucks County Public Schools Intermediate Unit #22, 573 N. Main St., Doylestown, PA 18901
Contact Person: Roy Breffitt

This publication is an annual report of a vocational program specifically designed for moderately and severely retarded youth. In the Cooperative Vocational Education program in Bucks County jobs are secured by the instructors who familiarize themselves with the job before the student begins training. The student, except in very unusual situations, receives minimum wages from the first hour of training. All training is one-to-one and the mean training time for successful placement of the student was 70.1 hours in 1973-74.

Title: A Review of Secondary Level Educational Service Delivery Model for Severely Handicapped Students in the Madison Public Schools.
Authors: Certo, N., Belmore, K., Crowner, T., and Brown, L.
Institutions: University of Wisconsin Special Education Dept. and the Madison Public Schools
Contact Person: Lou Brown

The Madison Public School-Community service delivery model utilizes several teaching environments for the teaching of vocational and community skills to severely handicapped students. Vocational skills are first taught in classroom settings which simulate real-life environments. Students then progress to job stations within the public schools, e.g., school cafeteria dish washers. When opportunities arise, students may work for payment in actual work sites rather than within the public schools.

Title: Post-secondary Program for Deaf Students in Vocational Training
Institution: St. Paul Area Technical Vocational Institute
Contact Person: Mr. Robert Lauritsen
235 Marshall Avenue
St. Paul, Minnesota 55102

This training program illustrates the supportive services that are needed to maintain deaf students in an on-going vocational training program. All staff at the Institute receive training in manual communication. Supportive services to students include counseling, note-taking instructions, private tutoring, and auditory training.

Title: Special Vocational Program for the Handicapped
Institution: Salina AVT School
Salina, Kansas

The Special Vocational Program for the Handicapped serves secondary and post-secondary students with vocational handicaps resulting from a physical, emotional, or intellectual condition. It serves as a special referral section of the Salina Area Vocational-Technical School. It provides work evaluation, work adjustment, exploration, vocational training, placement, and follow-along.

Exploration and training is provided through work samples, OJT, and work experiences at the Vo-Tech School. Vocational training is provided in six occupational areas: welding, auto body, offset printing, aircraft assembly, diesel mechanics, and food service.

ED 100 104
Title: Work-Study Program for Handicapped Children. Final Report.
Institution: Butte County Superintendent of Schools
Location: Oroville, California
Date: 1974

Presented is the final report of a 3-year work study program (funded under Title VI) to increase the employability of 95 mentally or physically handicapped high school students. Project objectives included determination of requirements for 50 local jobs, development of 50 slide-film sets to provide job task information, assessment of student employability, placement and evaluation of qualified students in appropriate paid work stations, project evaluation, and dissemination of project information. Cited are project strengths (such as successful placement of target students), project weaknesses (such as the need for more job qualification profiles), and recommendations (for workshops/conferences and meetings with local school officials). Reported are project results including determination of employment requirements for 57 local jobs, completion of slide-films and audiotapes for 22 jobs, completion of employability assessment of 85 students, and successful performance by 27 students in paid part-time work stations. Commendations by an audit team include praise for the variety of work stations developed. An appendix of project forms is attached.

Title: Career Training Center
Institution: Kern High School
Location: Bakersfield, California
Contact Person: Cecil Briscoe

The Kern High School District, Bakersfield, California, has established a Career Training Center in order to meet the needs of exceptional students within the district. The CTC is designed as a prevocational facility in conjunction with community work stations and the local high school. After completing training at the CTC, the student is able to enroll in regular skilled vocational courses at the regional occupational center. Included throughout the program is close coordination with the California Department of Vocational Rehabilitation.

Title: On the Job Training Success
Author: Stumbaugh, M.
Institution: The National Association for Retarded Citizens (NARC)
On-The-Job Training Project
Contact Person: Mike Stumbaugh
NARC Box 6109
Arlington, Texas 76011

The NARC On-The-Job Training Project is funded by the United States Department of Labor for the purpose of increasing employment opportunities for mentally retarded persons. The project serves 48 states through a national office and 12 strategically-located field offices.

Clients are placed for training on-the-job at the legal minimum wage or above. NARC reimburses the employer half of the handicapped worker's starting wage for his/her first four weeks on-the-job and a quarter of the starting wage for the second four weeks. Employees are screened by NARC field staff, who work closely with the employer and employee to facilitate successful placement. About 75 percent of the persons who have been placed by NARC have remained on-the-job after the completion of the eight-week training (subsidy) period.

Title: Keefe Technical High School Special Needs Program
Institution: South Middlesex Regional Voc-Tech School District
Contact Person: Mr. W. A. White
Director of Special Needs
750 Winter Street
Framingham, Massachusetts 01701

This program evolved from both Title III and Title VI grants. It is currently serving educable, trainable, and learning disabled students. It serves a primary area including Framingham and three nearby communities.

Students entering the program undergo four phases of training. The first phase is a trial period of 24 weeks of exposure to four vocational areas. Half of each day is spent in academics and the other half in one of the vocational areas. At the end of phase one, the students are evaluated and usually formally selected. Phase two consists of more training in the vocational area in which they demonstrated the greatest potential and spending at least two weeks in three on-site training positions. Following phase two training, the students are placed in part-time unpaid training where they are assisted 1 on 1 by their instructors. Students are considered to have completed the formal training when they have successfully spent 12 weeks in a position without major difficulty. Follow-up counseling services continue into phase four.

Title: Special Needs Program for the Handicapped and Disadvantaged
Institution: Calhoun Area Vocational Center
Location: Battle Creek, Michigan
Contact Person: Robert Harberts and Wayne Booten

Calhoun Area Vocational Center (CAVC) serves all students from the 13 school districts in Calhoun County, Michigan, for vocational training. It works in cooperation, as an extension of the school districts instead of as a separate entity. The students attend their home high schools for one-half day and CAVC the other half day for vocational training. Handicapped and disadvantaged students are fully integrated into the CAVC classrooms; they are <u>not</u> identified separately and in many cases are <u>unknown</u> to the vocational teachers. It is the responsibility of the home school to determine which of its students will attend the vocational center. Funding for this program comes from a county-wide tax and a vocational education project grant from the Michigan Department of Education and special education reimbursement from the Intermediate School District.

There is a special needs team at CAVC which provides assistance for any student with a special problem or a teacher who needs help understanding a student. The team is mobile and visits each area of the school daily and is on call to meet the needs of individuals within the school at any time.

Those within the school feel that the success of the program comes from (1) the support provided by the special needs team and (2) the extent to which students participate in planning their own programs.

Further information on occupational training programs is available in the following publications:

1. ESEA Title III Projects for the Handicapped. National Advisory Council on Supplementary Centers and Services, Winter 1975.

2. Improving Occupational Programs for the Handicapped. Management Analysis Center, Inc., 1225 Connecticut Avenue, N.W., Washington, D.C., 1975.

3. Selected Career Education Programs for the Handicapped. U.S. Department of H.E.W., Bureau of Education for the Handicapped, U.S. Government Printing Office, 1973.

4. Singletary, E. E. A Review of the Vocational Amendments of 1968 as Related to the Handicapped. ED 083 447.

5. A National Study to Identify Outstanding Programs in Vocational Education for Handicapped and Disadvantaged Students. National Association of State Directors of Vocational Education, 1971. Single copies available from: Mr. R. D. Anderson, Executive Director, NASDVE, 1599 Broad River Road, Columbia, S.C. 29210.

6. NAVESNP 100 Special Needs Programs, Mozenter, P. (ed.). Washington, D.C.: NAVESNP, 1975.

SECTION V

COOPERATIVE ACTION PLANNING AT THE TEACHER EDUCATION AND LOCAL EDUCATION AGENCY LEVELS

A. University-Based Institutional Action Plan

B. Local Action Plan for Implementation of Vocational Programming for Special Needs Students

A. University-Based Institutional Action Plan

A major goal of both national workshops was to assist participating teams in designing, revising and/or expanding special needs personnel preparation activities within their respective institutions. Approximately one-third of each workshop was devoted to team action planning sessions. These sessions followed a variety of workshop presentations and intergroup activities, affording each team an opportunity to discuss, debate, brainstorm and eventually determine future program directions. Each team left the workshop with a written plan of action for their institution(s).

The action planning format utilized by the workshop teams is presented in this section. It is hoped that individuals interested in special needs personnel preparation will find this instrument of value in translating thoughts into action-oriented planning strategies.

INSTITUTIONAL ACTION PLAN

for

_____

(Descriptive Program Title)

at

_____

(University(s))

Developed by:

_____,	_____
_____,	_____
_____,	_____
_____,	_____
_____,	_____

Date

_____

Section 1: NEEDS ASSESSMENT

In this section, please describe the need for the proposed program, program revision or expansion by providing background information, as well as an analysis of situational and organizational variables and constraints.

Section 2: ACTION PLAN OBJECTIVES

In the space below, please outline the specific objectives for this undertaking. Enumerate the major observable and measurable outcomes of this plan of action on both a short-term (within the next year), and long-term basis.

Long-Term Objectives:

Short-Term Objectives:

Section 3: STRATEGIES

Please describe below the strategies your team will use to attain the objectives specified in Section 2. What activities will be engaged in by the team members, individually as well as collectively, within the next year for attaining the short term objectives? For accomplishing the long term objectives?

Long-Term Strategies:

Short-Term Strategies:

Section 4: RESOURCES

In the space below, please identify what resources (fiscal, staff, facilities) your team will draw upon or need to effectively implement this plan.

Section 5: ANTICIPATED OUTCOMES

In addition to the observable outcomes listed in the Action Plan Objectives (Section 2), please speculate regarding any additional benefits or outcomes your team foresees occurring as a result of developing and implementing this plan.

B. Local Action Plan for Implementation of Vocational Programming for Special Needs Students

The following action plan instrument is intended to facilitate cooperative team planning at the local education agency level. This particular instrument was designed for the Drake University-Iowa State Department of Public Instruction June, 1977 two-week institute on planning vocational and career services for special needs students. We are especially grateful to our colleague, Chuck Greenwood at Drake University for his leadership in coordinating the early development of this local action plan so that it may be included in this resource guide.

LOCAL ACTION PLAN FOR IMPLEMENTATION
OF VOCATIONAL PROGRAMMING FOR SPECIAL NEEDS STUDENTS

developed by

_____ School District

entitled

_____

_____

planning team

	(name)	(position)
*	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

*Team Captain and contact person

date

_____

Section 1. NEEDS ASSESSMENT

In this section, please identify the methods you plan to use, or have used, to determine the need for the proposed program. Also, please identify the population to be served (K-12, K-6, Junior High, all disadvantaged and handicapped in grades 9-12, etc.) and give an estimate of the number of students involved.

The following check-list is provided to aid you in developing your narrative of this section:

a. Sources of Needs Data

Individuals

_____ Community persons (agencies, employers, etc.)
_____ Parents
_____ Teachers
_____ Counselors
_____ Students
_____ Administrators
_____ Other (specify) _____

Processes

_____ Student staffings
_____ Inservice planning sessions
_____ Counseling appointments and sessions
_____ Unscheduled staff meetings
_____ Referrals (academic, disciplinary, scheduling, etc.)
_____ Parent/teacher, parent/counselor, parent/administrator conferences
_____ Other (specify) _____

Formal Data Collection

_____ Local needs assessment (attach copy)
_____ Area Education Agency needs assessment
_____ State needs assessment
_____ Other (specify) _____

b. Narrative

Section 2. ACTION PLAN OBJECTIVES

In the space below, please outline the specific objectives for this undertaking. Enumerate the major observable and measurable outcomes on both a long-term and short-term (next academic year) basis.

a. Long-term Goals and Objectives

b. Short-term Objectives (One School Year)

Section 3. STRATEGIES

Please describe below the strategies your team will use to attain the objectives specified in Section 2. In what activities will the team members be engaged during the next year to attain the short-term objectives? The long-term objectives? Please be specific in identifying the personnel responsible for each activity.

a. Long-term Strategies

Strategy	Personnel Involved

b. Short-term Strategies (Next School Year)

Strategy	Personnel Involved

Section 4. RESOURCES

In the space below, please identify what resources (fiscal, human, community, facilities, etc.) your team will draw upon or will need to effectively implement this plan. The outline provided is to aid you in the development of your plans. It is not intended that you necessarily include each category in your action plan.

a. Fiscal Resources

Local Commitment

Outside Sources of Funding

Other (specify)

b. Human Resources

Local Educational Personnel

Other (specify: Voc. rehab., DPI consultants, A.E.A. consultants, advisory committee, etc.)

c. Community Resources

d. Facilities

Local Educational Facilities

Other

e. Other Resources

Section 5. ANTICIPATED OUTCOMES

In addition to the observable outcomes listed in the Action Plan Objectives (Section 2), please speculate regarding any additional benefits or outcomes your team foresees occuring as a result of developing and implementing this plan. Where appropriate, indicate how you intend to observe these outcomes and how the results can be measured.

Section 6. FOLLOW-UP AND SUPPORT

In the space below, please indicate your anticipated need for follow-up and support services and whom you would anticipate providing these services. (i.e., observation and critique - DPI consultants, inservice training-University personnel, evaluation-A.E.A. staff, etc.)

SECTION VI

INSTRUCTIONAL RESOURCES

A. Resources for Special Needs Personnel Development

B. Bibliography of Materials Displayed During the Two National Teacher Education Workshops on Vocational Education for Special Needs Students

C. Excerpts From The Sequel Newsletter

A. Resources for Special Needs Personnel Development

The following manuscript highlights several resources available to assist personnel interested in special needs teacher education. Its purpose is to serve as a beginning point for individuals who have not been "into" special needs programming but who are moving in this direction. Resources related to teacher education and local special needs programming are briefly discussed. A summary analysis of instructional resource needs is also provided.

RESOURCES FOR SPECIAL NEEDS PERSONNEL DEVELOPMENT

by

Len Albright

Bureau of Educational Research

University of Illinois-Urbana

for the

Journal of Industrial Teacher Education

Fall, 1977 Issue

Theme: Special Needs Personnel Development

April 12, 1977

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Jml article deleted

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B. Bibliography of Materials Displayed During the Two National Teacher Education Workshops on Vocational Education for Special Needs Students

A wide variety of instructional resources was displayed during each national workshop. These resources were obtained from three sources. First, materials were collected from the libraries of the project staff and other individuals having an interest in vocational and special teacher education. Second, a letter describing the workshop and requesting materials was sent to the Special Needs Coordinators in the vocational education state offices in all fifty states plus Puerto Rico, Guam and the Virgin Islands prior to each national workshop. Third, pre-workshop letters were sent to all participants encouraging them to bring and share any resource materials they had developed. The following bibliography represents a compilation of the materials displayed during both national workshops.

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C. EXCERPTS FROM THE SEQUEL NEWSLETTER

Three editions of The Sequel were published during the 1976-77 academic year. This newsletter, organized by the University of Illinois national workshop project staff, was designed to serve as a communication source for teacher educators involved in special needs personnel preparation. Brief articles and news items from teacher educators across the country were highlighted. A variety of items was featured, such as: issues and trends, legislative developments, teacher education program activities and special projects. The three newsletters were submitted to ERIC during July, 1977.

What follows are excerpts of special project announcements and pertinent article references from The Sequel. Most of the projects mentioned commenced during 1976-77 and continue through the 1977-78 academic year.

FOCUS ON SPECIAL NEEDS PERSONNEL PREPARATION

Two journals have zeroed in on special needs personnel preparation. The Winter '77 edition of the Journal of Career Education featured career education for special needs individuals. (Volume III, No. 3) Journal articles include: 1) Vocational Education's Role in Career Education for Handicapped Students (Meers and Conoway); 2) Special Education's Role in Career Education (Kokaska and Kolstoe); 3) Personnel Preparation for Vocational Programming of Special Needs Students (Phelps and Clark); 4) Personnel Preparation for Career Education for Handicapped Students (Brolin, McKay and West); and 5) Some Policies and Practices in the Federal Sector Concerning Career Education for the Handicapped (Appell).

Also, be on the lookout for the Fall, 1977 issue of the Journal of Industrial Teacher Education. The theme is special needs personnel development. Articles pertaining to issues and trends, cooperative teacher education efforts, preservice and inservice personnel preparation and a review of available resources will be featured.

Enjoy!

CEC'S VOCATIONAL EDUCATION POLICY PROJECT

The Council for Exceptional Children (CEC), a professional organization of 70,000 special education practitioners and administrators, is currently conducting a national research project funded by the Bureau of Occupational and Adult Education, U.S. Office of Education. The project goal is to develop, field assess and disseminate an

administrative policy manual regarding the provision of appropriate vocational education to all handicapped students for use by policymakers and administrators at the local educational agency level.

The project was initiated by collecting policies and policy related materials from state education agencies and from selected local educational agencies operating vocational education programs that include handicapped children. These materials have been used to develop an administrative decision point check list which identifies as many key decisions as possible required to create and operate a modern vocational education program for the handicapped.

The decision point check list will be used as a guide for writing the policy manual which will present policies related to each decision point. In addition to collecting written policy materials from SEAs and LEAs, the project staff will also site visit selected programs to assess policies in use.

The draft of the policy manual is scheduled to be completed by September 1, 1977. It will be assessed through a series of regional conferences by experts in the field of vocational education of the handicapped. The project will also plan for and initiate the dissemination of the final administrative policy manual.

For further information about CEC's Vocational Education Policy Project, contact Sharon Davis, Project Director, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091.

FLORIDA R & D PROJECT

The Florida Consortium has been quite active this past year! They have recently completed a state-wide assessment on personnel needs in vocational education for the handicapped and are now designing inservice instructional materials based upon their findings. If you would like to obtain more information about the needs assessment activity contact: Jeanice Midgett, Department of Special Education, Florida Technological University, Orlando, Florida 32816.

Stu Schwartz, at the University of Florida, is directing the inservice instructional materials research and development project. The materials will primarily be designed to assist the regular vocational instructor in serving the handicapped learner. A total of five instructional packages will be developed. Four of these packets: 1) the needs of exceptional children, 2) individualizing instruction, 3) creating an appropriate classroom environment and 4) employment opportunities for the handicapped, will be teacher oriented. The fifth packet, delivering vocational education services for the handicapped, will be directed to local administrators. Stu's informed us the project has just started and project staff are beginning to organize instructional content.

Dissemination of project products is scheduled for December, 1977. For further information contact: Dr. Stuart Schwartz, Department of Special Education, University of Florida, Gainesville, Florida 32601.

SPECIAL NEEDS ASSESSMENT PROJECT

The University of Illinois Department of Vocational Education, in conjunction with the Bureau of Educational Research, is currently conducting a project entitled "The Development of a System for Identification and Assessment of Special Needs Learner." The project co-directors are Rupert N. Evans and Robert Tomlinson. A national search for materials/references which may be helpful in developing handbooks for instructional and administrative personnel has been conducted. The project staff is preparing both handbooks for field-test during Fall, 1977. For further information contact: Robert M. Tomlinson, 345 Education Building, University of Illinois, Urbana, Illinois 61801.

POSITION PAPER ON IDENTIFICATION, ASSESSMENT AND EVALUATION OF SPECIAL NEEDS LEARNING HAS BEEN PREPARED

A position paper was prepared for the U.S.O.E. sponsored Special Needs State Supervisor's workshop held in conjunction with the American Vocational Association Convention in Houston on Dec. 1-3, 1976. The paper was prepared by L. Allen Phelps of the Bureau of Education for the Handicapped and Tim L. Wentling of the University of Minnesota.

The paper discusses many problems in the identification and assessment of special needs learners and proposes a system or model designed to overcome some of the problems. The model is designed to systematize the identification and assessment process through four phases: 1) preassessment, 2) formative assessment, 3) summative assessment and 4) ultimate

assessment. The use of assessment information, it is suggested, can be utilized by both instructional and administrative personnel to improve the offering of services to special students.

The proposed model is being researched, refined and interpreted into practical suggestions for implementation at the University of Illinois under the direction of Rupert N. Evans and Robert M. Tomlinson. Copies of the position paper can be obtained by contacting Tim L. Wentling, 125 Peik Hall, University of Minnesota, Minneapolis, MN 55455.

COMPETENCY-BASED CURRICULUM

Glenn Madsen
Central Washington State College

Through the Special Education Department of Central Washington State College, a selected group of secondary special education teachers were requested to develop a product entitled, "Competency-based Curriculum For The Handicapped."

The Competency-Based Curriculum Model is primarily designed to provide teachers of the Behaviorally Disabled, Learning Language Disabled and Mildly Mentally Retarded students with competency-based curriculum of independent living and work skills. The model provides the classroom teacher with 1) social, academic and job-training guidelines based on competencies to promote the development of realistic work and social attitudes, 2) example of task analysis of social and work skills related to independence and employability and 3) suggested assessment instruments and management charts.

The model is being validated by approximately 20 school districts within the state. It is anticipated that the validation will be completed by September 1977. If interested in obtaining a copy, please contact:

Dr. Glenn A. Madsen
Education Department
Central Washington State College
Ellensburg, WA 98926

For a copy of the earlier publication, A Handbook For Programming Vocational Skills, contact:

Central Washington State College Bookstore
Ellensburg, Washington 98926

VOCATIONAL EDUCATION SPECIAL NEEDS INSERVICE PROJECT AT RUTGERS UNIVERSITY

Inservice training for vocational-technical teachers of special needs pupils is the theme of a special project at the Rutgers University Graduate School of Education. Funded by the Bureau of Special Programs (Division of Vocational Education, New Jersey State Department of Education), this project is the result of a proposal developed cooperatively by Drs. Irving Bach and Ivan Holowinsky. Dr. Bach is a member of the Vocational-Technical Education Department, while Dr. Holowinsky is a member of the Department of Psychological Foundations, Special Education Curriculum.

The Rutgers project focuses on inservice workshops conducted at selected off-campus sites for vocational-technical teachers who serve these pupils. Additional project components include: (a) an assessment of the existing level of special needs training among teachers of vocational and technical courses, (b) the identification of teacher competencies

specific to vocational-special needs education at the secondary level, (c) the development of graduate level courses designed to develop these competencies and (d) the development and delivery of vocational-technical educational services to disadvantaged students.

The project is directed by Dr. Richard Jensen, Department of Vocational-Technical Education, Rutgers Graduate School of Education.

CAREER EDUCATION FOR THE HANDICAPPED: MIDWEST RETOOL CONSORTIUM

Diane Wimmer
Project Coordinator
University of Kansas

The Midwest RETOOL Consortium is a project funded through a contract with the University of Alabama under a RETOOL grant from the Bureau of Education for the Handicapped, U.S. Office of Education. The primary goal of the RETOOL grant is to provide a framework for continuing education services for teacher educators in special education. The Midwest RETOOL Consortium is unique among the RETOOL efforts in that it deals specifically with career education for the handicapped, and is a regional rather than a single-state effort. It was felt, in contrast to the multitopical emphasis of other RETOOL projects, that the expressed need for continuing education on the topic of career education was not sufficiently great in one state to warrant a single-state model. In addition, many teacher educators expressed a desire to facilitate intercommunication with colleagues at various institutions with similar needs and roles in the

area of career education. As a result, a regional effort was undertaken for the first project year, taking in the states of Kansas, Missouri, Iowa, Oklahoma and Nebraska.

The project is providing, in addition to the conferences, bibliographies and resources lists in the areas of instructional materials, state directors, regional resource persons, career education publications, teacher competencies and professional materials.

Further information may be obtained from Project Co-Directors, Edward L. Meyen or Gary M. Clark, or Project Coordinator, Diana Wimmer, at 308 Carruth O'Leary Hall, Department of Special Education, University of Kansas, Lawrence, Kansas 66045.

SECTION VII

FEDERAL ASSISTANCE GUIDE

The following guide was prepared by several staff members in the Bureau of Education for the Handicapped, U.S. Office of Education and presented during the October 26-28, 1976 National Workshop on Special Needs Vocational Teacher Education.

The guide serves as a resource for persons interested in identifying the various types of federal agencies and programs offering assistance for special needs vocational and career programming. A word of caution, however, is in order. Federal programs are subject to frequent changes. Persons and/or agencies considering application to one or several of these programs are advised to review the Federal Register for an up-to-date version of program description, eligibility requirements, application procedures, assistance considerations and timelines, or to contact the appropriate federal agency to obtain such information.

FEDERAL ASSISTANCE GUIDE for

Vocational and Career Education for the Handicapped

Bureau of Education for the Handicapped
U.S. Office of Education
Dept. of Health, Education, and Welfare
September 30, 1976

Frequently, the Office of Education receives requests from individuals, organizations, and agencies desiring to know the extent and types of federal assistance available to support various vocational or career education activities involving handicapped persons. The following pages describe 24 federal programs which provide support for personnel development, research and development, curriculum development, and program demonstration. Descriptive abstracts for each of the programs have been reprinted from the 1976 Federal Catalog of Domestic Assistance. All federal programs which focus, at least in part, on addressing the career education and/or vocational education needs of the handicapped, have been identified in the Bureau of Education for the Handicapped, Bureau of Occupational and Adult Education, Office of Career Education, Bureau of School Systems, and the Department of Labor.

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13.451 HANDICAPPED PERSONNEL PREPARATION

(Handicapped teacher, Physical education and/or recreation training)

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Education of the Handicapped Act, Title VI (Part D, Section 631, 632, and 634); Public Law 91-230; as amended by Public Law 93-380, Education Amendments of 1974, 20 U.S.C. 1431, 1432, and 1434

OBJECTIVES: To improve the quality and increase the supply of teachers, supervisors, administrators, researchers, teacher educators, speech correctionists, and other special personnel such as specialists in physical education and recreation, and paraprofessionals.

TYPES OF ASSISTANCE: Project Grants

USES AND USE RESTRICTIONS: Grants may be used for undergraduate, graduate, and summer traineeships, special study institutes, and special projects. Project applications from institutions of higher education or other public and/or private nonprofit agencies are subject to review and recommendation by field readers with final approval resting with the Commissioner of Education. State educational agencies are eligible to apply. Funds may be used for student's stipends, dependency allowances, or institutional support. Grants to State educational agencies may include programs for preparation of physical educators and/or recreation personnel if such educators and personnel are certified (or certifiable) under applicable State law.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Applications for grants may be submitted by institutions of higher education and State educational agencies. Other nonprofit public and private agencies are eligible for participation.

Beneficiary Eligibility: Stipends may go to students who are preparing for, or are engaged in work with handicapped children as a teacher, supervisor, administrator or researcher, or are engaged or preparing to engage in employment as physical educators or recreation personnel for the handicapped.

Credentials/Documentation: Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: The standard application forms, as furnished by the Federal agency and required by General Services Administration FMC 74-7, must be used for this program. The standard application forms to be used are (1) for State and local governments - OE Form 9037, and (2) for institutions of higher education and private non-profit organizations - OE Form 9047.

Application Procedure: Applications should be sent to U.S. OE Application Control Center, Room 5673, ROB No.3, 7th and D street, S.W., Washington, D.C. (mailing address: U.S. OE Application Control Center, 400 Maryland Ave., S.W., Washington, DC 20202.

Award Procedure: Upon receipt of applications they are processed and assigned to field readers for review. A funding recommendation is made to the Commissioner of Education for approval. Official grant documents are prepared and sent to the authorized official in the applicant's agency. Notification of grant award must be made to the designated State Central Information Reception Agency in accordance with Treasury Circular 1082.

Deadlines: As announced in the Federal Register.

Range of Approval/Disapproval Time: Approximately 150 days.

Appeals: Not applicable.

Renewals: Renewals are made only through reapplication on an annual basis.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: There are no matching requirements.

Length and Time Phasing of Assistance: The award period is for 12 months beginning from June 1 through May 31 of the following year. Payment of funds is made according to National Institutes of Health Letter of Credit procedures.

POST ASSISTANCE REQUIREMENTS:

Reports: A final report is required within 90 days after an award period's termination.

Audits: On a fiscal year basis by HEW Audit Agency as scheduled.

Records: Grantee must maintain appropriate records applicable to pertinent credits acquired under the grant for a period of 3 years after the close of the award period or until audited, whichever is earlier.

FINANCIAL INFORMATION:

Account Identification: 09-40-0282-0-1-601.

Obligations: (Grants) FY 75 $37,700,000; FY 76 $40,375,000; TQ est $0, and FY 77 est $40,375,000.

Range and Average of Financial Assistance: College range $3,000 to $500,000; average $63,000; State educational agencies range $50,000 to $200,000; average $102,000; Special Projects range $5,000 to $250,000; average $107,000.

PROGRAM ACCOMPLISHMENTS: The majority of special education professionals are trained in BEH-supported programs. In fiscal year 1975, an estimated 25,220 students received direct support. In fiscal year 1976, an estimated 34,720 students received direct support. In fiscal year 1977, an estimated 32,740 students will receive direct support.

REGULATIONS, GUIDELINES, AND LITERATURE: Regulations published in the Federal Register February 26, 1975, Vol. 40, No. 35, pp. 7408-7430.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Director, Division of Personnel Preparation, Office of Education, Bureau of Education for the Handicapped, Department of Health, Education, and Welfare, Washington, DC 20202. Telephone (202) 245-9886.

RELATED PROGRAMS: None.

13.452 HANDICAPPED TEACHER RECRUITMENT AND INFORMATION

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Education of the Handicapped Act, Title VI, Part D, Section 633, Public Law 91-230, 20 U.S.C. 1433

OBJECTIVES: To provide grants or contracts to improve recruitment of educational personnel and to improve dissemination of information concerning educational opportunities for the handicapped.

TYPES OF ASSISTANCE: Project Grants (and Contracts)

USES AND USE RESTRICTIONS: To develop models relating to recruitment of various professional and nonprofessional personnel for work with handicapped children throughout the country. Proposals relating to the dissemination of information about educational facilities for the handicapped are requested. No restrictions.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Public or nonprofit agencies, organizations, or institutions; public or private agencies, organizations, or institutions.

Beneficiary Eligibility: Same as applicant eligibility.

Credentials Documentation: Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: Efforts are made to coordinate proposed activities with those ongoing activities of the office and other governmental agencies relating to objectives of this program. Project officer will provide guidance on specific problems and technical assistance in the preparation of applications. Applicants are encouraged to secure a Certification of DHEW Model Cities Relatedness (OMB Form No. 85-R0145) from the local City Demonstration Agency (CDA) Director for projects with a significant impact in the Model Neighborhood Area of Model Cities. The standard application forms as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program.

Application Procedure: Application should be sent to U.S. OE Application Control Center, Room 5673, Regional Office Building Three, 7th & D Sts. S.W., Washington, DC. Mailing address: U.S. OE Application Control Center, 400 Maryland Ave., S.W., Washington, DC 20202.

Award Procedure: The Deputy Commissioner makes final decisions to approve, defer, or reject individual projects. Notification of grant award must be made to the designated State Central Information Reception Agency in accordance with Treasury Circular 1082.

Deadlines: As announced in the "Commerce Business Daily."

Range of Approval/Disapproval Time: Three to four months.

Appeals: May be made to the Deputy Commissioner.

Renewals: Renewals are made only through reapplication on an annual basis.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: None.

Length and Time Phasing of Assistance: The award period is for one year, phasing dependent upon needs of individual projects.

POST ASSISTANCE REQUIREMENTS:

Reports: Multiple copies of final report, as well as monthly progress reports, are due to the Deputy Commissioner or his designate.

Audits: Post audit plus periodic audits during life of project.

Records: All records are to be maintained as required by award document.

FINANCIAL INFORMATION:

Account Identification: 09-40-0282-0-1-501

Obligations: (Grants and contracts) FY 75 $500,000; FY 76 $500,000; TQ est $0; and FY 77 est $1,000,000.

Range [and Average of Financial Assistance: $50,000 to $250,000; $175,000.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1976, provided 50,000 new parents with current program information through closer look ads and mailing from the Special Education Information Center and support development of thirteen regional public information programs. In addition to continuing activities supported in previous years, new activities proposed for fiscal year 1977 are to provide assistance grants for the establishment of local information units, to produce a technical manual with evaluative criteria on information systems and referral services and to assess the needs of and design information packages for special handicapped populations.

REGULATIONS, GUIDELINES, AND LITERATURE: Regulations published in the Federal Register, February 20, 1975, Vol. 40, Number 35, pp. 7408-7430.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Office of Deputy Commissioner, Bureau of Education for the Handicapped, Office of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Telephone: (202) 245-9661.

RELATED PROGRAMS: 13.417, Educational Classroom Personnel Training-Special Education; 13.451, Handicapped Teacher Education.

13.489 TEACHER CORPS-OPERATIONS AND TRAINING

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Higher Education Act of 1965, as amended; 20 U.S.C. Sections 1101-1107a; Public Law 89-329, Title V, Section 511; November 8, 1965, 79 Stat. 1255, Public Law 90-35, Sections 3 (a) (3), (b), June 29, 1967, 81 Stat. 85, Public Law 90-575, Title II, Section 231(a), October 16, 1968, 82 Stat. 1039; Public Law 91-230, Title VIII, Sections 804(b), 805(a), April 13, 1970, 84 Stat. 190, 191; Public Law 92-318, Title I, Sections 141(a) (1) (a), (c) (1) (c), June 23, 1972, 86 Stat. 284, 285, Public Law 93-380, 79 Stat. 1255, 84 Stat. 190, 191, 86 Stat. 284, August 21, 1974.

OBJECTIVES: To strengthen the educational opportunities available to children in areas having concentrations of low-income families, and to encourage colleges and universities to broaden their programs of teacher preparation, and to encourage institutions of higher education and local education agencies to improve programs of training and retraining for teachers and teacher aides.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: Provide assistance to: colleges and universities to develop and adopt innovative approaches to teacher education; school systems to develop and adopt processes for the introduction of new curricula, teaching methods, staffing patterns and outreach to the community; and to train and retrain personnel for these processes and innovations; colleges and school systems to develop community-based, volunteer-assisted programs of education such as youth tutoring youth and training of parents to offer educational help to their children; and colleges and school systems to involve the resources of the community in program planning, administration, and evaluation.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Accredited colleges and universities with a State-approved degree program and the capacity to deliver graduate level teacher training and retraining. Local educational agencies may apply if the percentage of pupils from low-income homes in the schools to be served does not fall below the national and the school district's poverty averages. Except under special arrangements for correctional projects agencies must be public school districts. Private schools can be served only through delegation of resources from a public school district. Regular teachers and teacher aides in the school districts served by Teacher Corps may receive training or retraining through the project grant.

Beneficiary Eligibility: Interns must be College graduates with no teaching experience or teacher certification.

Credentials/Documentation: Proof of participation in the application development by the dean of the school of education, director designate, school superintendent, coordinator designate, community representative, and students is required. Approval of the appropriate State education agency must also accompany each application for funding. Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: The standard application forms as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program.

Application Procedure: Program information available upon request from Teacher Corps, Washington, DC 20202.

Award Procedure: Evaluators' ratings, geographic distribution, and availability of funds will be considered in the final selection. The Commissioner of Education makes the grant award to the applicant.

Deadlines: Proposals are due upon date published in the Federal Register.

Range of Approval/Disapproval Time: Not applicable.

Appeals: Not applicable.

Renewals: Renewals are considered on the basis of quality of proposal for new program.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: School districts must pay at least 10 percent of intern and team leader salaries and expenses. Both universities and school districts are strongly encouraged to make other substantial contributions in terms of staff time, waived fees, etc.

Length and Time Phasing of Assistance: Each program is for 2 years. Federal payments are made in two grant periods, the first for 15 months, the second for 9 months.

POST ASSISTANCE REQUIREMENTS:

Reports: Regular reports are submitted by Teacher Corps staff specialists assigned to monitor each program. Required reports at each program site include: program and financial reports consistent with General Services Administration FMC 74-7 reporting requirements.

Audits: Formal audits can be made at any time by HEW. Informal onsite audits may be conducted by grants management specialists.

Records: All contractor-grant financial records, including all expenditures allowable for performance of the grant.

FINANCIAL INFORMATION:

Account Identification: 09-40-0273-0-1-501.

Obligations: (Grants) FY 75 $37,500,000; FY 76 $37,500,000; TQ est $17,000,000, and FY 77 est $37,500,000.

Range and Average of Financial Assistance: $250,000 to $375,000; $315,000 (Typical project includes one institution of higher education and one or more participating local education agencies.)

PROGRAM ACCOMPLISHMENTS: In fiscal year 1975, the Teacher Corps through coalitions of university, school and community thrusts provided training for approximately 2,100 interns and experienced teachers serving in 223 project sites. These arrangements permitted on-site field based instruction to occur and provided for the field testing of new ideas and concepts in teacher education. As a result of this collaborative design for change, the program directly affected some 100,000 children throughout the nation's schools among whom over one-third were from families with annual incomes of less than $3,000. In addition, at least an equal number of youngsters benefitted by Teacher Corps in-service training activities which were provided to those teachers that served them. Projects to be awarded in fiscal years 1976 and 1977 will focus on strategies for documenting and demonstrating more realistic and effective training and retraining programs involving the whole school environment.

REGULATIONS, GUIDELINES, AND LITERATURE: 45 CFR 174, Criteria for the selection of Teacher Corps project applications as published in the Federal Register, Vol. 40 No. 243, December 17, 1975. Regulations and Guidelines pending. For prospective interns, Teacher Corp brochure and application, no charge.

INFORMATION CONTACTS:

Regional or Local Office: Individuals seeking to apply for intern positions in Teacher Corps should write to the nearest Teacher Corps recruitment and technical resources center as follows: Western Center, 211 South Spring, Room 250, Los Angeles, CA 90013. Telephone: (213) 625-7204. Eastern Center, 1411 K Street, N.W., Suite 420, Washington, DC 20005. Telephone: (202) 737-7868. Great Lakes Center, 2978 West Grand Blvd., Detroit, MI 48202. Telephone: (313) 577-1618.

Headquarters Office: Director, Teacher Corps, Office of Education, Washington, DC 20202. Telephone: (202) 245-0355.

RELATED PROBLEMS: None.

13.496 VOCATIONAL EDUCATION-CURRICULUM

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

AUTHORIZATION: Vocational Education Amendments of 1968, Title I, Part I, Public Law 90-576; 20 U.S.C. 1241 to 1391; 82 Stat. 1064-1091.

OBJECTIVES: To provide assistance to State and local educational agencies in the development of curriculums for new and changing occupations, and to coordinate improvements in, and dissemination of, existing curriculum materials.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: To promote the development and dissemination of curriculum and materials for use in teaching occupational subjects; develop standards for curriculum development in all occupational fields; coordinate efforts of the states in preparation of curriculum materials; prepare current lists of curriculum materials available in all occupational fields; survey curriculum materials produced by other Government agencies; evaluate vocational technical education curriculum materials and their uses; and train personnel in curriculum development.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State educational agencies, local schools, colleges and universities, and profit and non profit groups.

Beneficiary Eligibility: Colleges, universities, State boards, local boards, public or nonprofit agencies, institutions and organizations.

Credentials Documentation: Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: The standard application forms as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program.

Application Procedure: Proposals must be prepared and submitted in accordance with program announcements.

Award Procedure: The Deputy Commissioner, BOAE, approves a proposal for support and, after negotiation is completed, the Office of Education Grants or Contract Officer sends the Notification of Grant Award (OE Form 6030) or Award/Contract SF 26 (HEW 554, plus general provisions) to the recipient. Notification of grant award must be made to the designated State Central Information Reception Agency in accordance with Treasury Circular 1082.

Deadlines: As announced by the Commissioner of Education.

Range of Approval/Disapproval Time: 60 to 90 days after receipt of proposal.

Appeals: Not applicable.

Renewals: Yearly, for duration of planned project.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: None.

Length and Time Phasing of Assistance: Not applicable.

POST ASSISTANCE REQUIREMENTS:

Reports: Financial and program performance reports as required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR Part 100a, (Subparts P and Q).

Audits: As required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR, Part 100a, (Subpart R).

Records: As required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR, Part 100a, (Subpart R).

FINANCIAL INFORMATION:

Account Identification: 09-40-0273-0-1-501.

Obligations: (Grants and Contracts) FY 75 $1,000,000; FY 76 est. $1,000,000; TQ est. $0; and FY 77 est. $0.

Range and Average of Financial Assistance: $900 to $186,931; $50,000.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1976 ten projects will be funded.

REGULATIONS, GUIDELINES, AND LITERATURE: Rules and Regulations, Title 45 CFR Part 103.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Director, Division of Research and Demonstration, Bureau of Occupational and Adult Education, Office of Education, Washington, DC 20202. Telephone (202) 245-2307.

RELATED PROGRAMS: 13.493, Vocational Education Basic Grants to States; 13.494, Vocational Education-Consumer and Homemaking; 13.495, Vocational Education-Cooperative Education; 13.498, Vocational Education-Research; 13.499, Vocational Education-Special Needs; 13.500, Vocational Education-State Advisory Councils; 13.501, Vocational Education Work Study; 13.502, Vocational Education-Innovation; 13.558, Bilingual Vocational Training.

13.498 VOCATIONAL EDUCATION-RESEARCH

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Vocational Education Amendments of 1968, Title I, Part C, Public Law 90-576, 20 U.S.C. 1241 to 1391.

OBJECTIVES: To provide (1) research, training, and experimental developmental, or pilot programs designed to meet special vocational needs of youths, and (2) dissemination of information derived from these projects.

TYPES OF ASSISTANCE: Formula Grants; Project Grants.

USES AND USE RESTRICTIONS: Vocational educational research and development, including developmental, experimental, or pilot programs that are designed to meet the special vocational needs of youths, particularly those who have academic, socio-economic, and other handicaps. Programs enhance the development of new careers and occupations, and the operation of State Research Coordinating Units.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: For formula grants, State boards for Vocational Education. For project grants, institutions of higher education, public and private agencies, and institutions, State boards, and with the approval of the appropriate State board, local educational agencies.

Beneficiary Eligibility: Broad field of vocational education.

Credentials/Documentation: For formula grants, a State advisory council must be established and certification of State Plan and amendments must be obtained from the State board and State attorney general. For project grants, application from local educational agencies must be accompanied by a statement showing approval of the State board. A Gubernatorial review of the State Plan is required under Part III of OMB Circular No. A-95 (Revised). Cost will be determined in accordance with General Services Administration FMC 74-4. State plan deadline is June 30.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: For formula grants, State Plans and amendments must be prepared in consultation with the State advisory council, subject to a public hearing and must be available to the public. For project grants, the standard application forms as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program.

Application Procedure: For formula grants, submission of State Plan or amendments to the Office of Education Regional Director of Occupational and Adult Education in the HEW Regional Office. (See appendix for a list of addresses of HEW Regional Offices.) For project grants, proposals must be prepared and submitted in accordance with program announcements.

Award Procedure: For formula grants, Commissioner approves State Plan or amendments and returns to the Director of OAE in the HEW Regional Office who notifies the State board. When funds become available, amount of award is issued on OE Form 5235. For project grants, application is reviewed, approved and, after negotiations, either Form OE 5232 (grants) or HEW 554 plus general provisions (contracts) is sent to the recipient. Notification of grant award must be made to the designated State Central Information Reception Agency in accordance with Treasury Circular 1082.

Deadlines: For formula grants, preferably before the beginning of the fiscal year. For project grants, as announced by the Commissioner of Education.

Range of Approval/Disapproval Time: For formula grants, approximately 30 days. For project grants, 90 to 120 days.

Appeals: None.

Renewals: For project grants, yearly within approved project plan.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: Funds allotted on the basis of an amount which bears the same ratio to (50, 20, 15 percent), of the sums being allotted, as the product of the population aged (15-19, 20-24, 25-65, each inclusive and corresponding to percent of sums), in the State in the preceding fiscal year, and the State's allotment ratio bears to the sum of the corresponding products for all the states, plus an additional 15 percent based on the above formula. No State's allotment shall be less than $10,000. The allotment ratio for any State shall be 1 less the product of 0.50, and the quotient obtained by dividing the per capita income for the State by the per capita income for all the states (exclusive of the outlying areas), except that the allotment ratio in no case shall be more than 0.60 or less than 0.40, and the allotment ratio for the outlying areas shall be 0.60. Matching for formula grants up to 75 percent of cost of RCU's and 90 percent other projects. Project grants--no matching is specified, but cost-sharing is required. Allotment 50 percent Commissioner, 50 percent State.

Length and Time Phasing of Assistance: Variable, depending on the particular needs of each project. Twelve-month increments subject to congressional appropriation. Funds appropriated during any fiscal year ending prior to October 1, 1978 under State grants which are not obligated or expended prior to the beginning of the next fiscal year shall remain available for obligation and expenditure during such succeeding fiscal year. States draw funds as needed under Letter of Credit. Funding for project grants is stipulated in award document.

POST ASSISTANCE REQUIREMENTS:

Reports: Financial and program performance reports as required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR Part 100a (project) and 100b (formula), Subparts P and Q.

Audits: As required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR, Parts 100a and b, Subpart R.

Records: As required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR Parts 100a and b, Subpart R.

FINANCIAL INFORMATION:

Account Identification: 09-40-0273-0-1-501.

Obligations: (Formula grants) FY 75 $9,000,000; FY 76 est $9,000,000; TQ est $2,226,500; and FY 77 est $26,751,000. (Project grants/contracts) FY 75 $8,973,000; FY 76 est $9,000,000; TQ est $2,226,500; and FY 77 est $26,751,500.

Range and Average of Financial Assistance: $1,404 to $767,355; $160,714.

PROGRAM ACCOMPLISHMENTS: State-administered funds were used during fiscal year 1976 to maintain research coordinating units and to support field-initiated studies. Federally administered program funded projects in adult vocational education, post secondary vocational education, individualization and modularization of instructional materials, and special needs populations (bilingual, correctional, migrants, and handicapped).

REGULATIONS, GUIDELINES, AND LITERATURE: Rules and regulations-45 CFR 102 and 103; "Guide for the Development of a State Plan for the Administration of Vocational Education," no charge.

INFORMATION CONTACTS:

Regional or Local Office: See appendix for a list of the addresses of HEW Regional Offices.

Headquarters Office: Director, Division of Research and Demonstration, Bureau of Occupational and Adult Education, Office of Education, Washington, DC 20202. Telephone (202) 245-2167.

RELATED PROGRAMS: 13.493, Vocational Education-Basic Grants to States; 13.494, Vocational Education-Consumer and Homemaking; 13.496, Vocational Education-Curriculum; 13.499, Vocational Education-Special Needs; 13.500, Vocational Education-State Advisory Councils; 13.501, Vocational Education-Work Study; 13.502, Vocational Education-Innovation.

13.499 VOCATIONAL EDUCATION-SPECIAL NEEDS

(Special Program for Disadvantaged-102(b))

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION AND WELFARE.

AUTHORIZATION: Vocational Education Amendments of 1968, Title I, Part B, Public Law 90-576, 20 U.S.C. 1241-1391; 82 Stat. 1064-1097, and Education Amendments of 1972, Public Law 92-318, Title II - Vocational Education, Section 201, 20 U.S.C. 1242, 86 Stat. 325.

OBJECTIVES: To provide vocational education programs for persons who have academic, socio-economic, or other social handicaps that prevent them from succeeding in the regular vocational education programs.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Funds appropriated under Section 102(b) are to be used only for vocational education programs for socially handicapped (not mentally or physically handicapped) persons who are unable to succeed in the regular vocational education program.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State boards for vocational education.

Beneficiary Eligibility: Disadvantaged individuals.

Credentials/Documentation: Establishment of a State Advisory Council and certification of State Plan and Amendments by the State board and State Attorney General. A gubernatorial review of the State Plan is required under Part III of OMB Circular No. A-95 (revised). Cost will be determined in accordance with General Services Administration FMC 74-4. State Plan deadline is June 30.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: State Plans and Amendments must be prepared in consultation with the State Advisory Council, are subject to a public hearing and must be available to the public. Applications should be reviewed under procedures in Part I of OMB Circular No. A-95 (revised).

Application Procedure: Submission of State Plan or Amendments to the Office of Regional Director of Occupational and Adult Education in the DHEW Regional Office. (See appendix for a list of addresses of HEW Regional Offices.)

Award Procedure: Commissioner approves State Plan or Amendments and returns it to the Director of Occupational and Adult Education in the DHEW Regional Office who in turn notifies the State board. When funds become available the Regional Office transmits formal notification of grant award to the State board. Notification of grant award must be made to the designated State Central Information Reception Agency in accordance with Treasury Circular 1082.

Deadlines: Preferably before the beginning of the fiscal year.

Range of Approval/Disapproval Time: Approximately 30 days.

Appeals: None.

Renewals: None.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: Funds are allotted on the basis of an amount which bears the same ratio to (50 percent, 20 percent, 15 percent), the sums being allotted, as the product of the population aged (15-19, 20-24, 25-65, each inclusive and corresponding to percent of sums), in the state in the preceding fiscal year, and the state's allotment ratio, bears to the sum of the corresponding products for all the states, plus an additional 15 percent based on the above formula. No state's allotment shall be less than $10,000. The "allotment ratio" for any state shall be 1.00 less the product of 0.50, and the quotient obtained by dividing the per capita income for the state by the per capita income for all the states (exclusive of the outlying areas), except that the allotment ratio in no case shall be more than 0.60 or less than 0.40, and the allotment ratio for the outlying areas shall be 0.60. No matching is required under this part.

Length and Time Phasing of Assistance: Fiscal year funds appropriated during fiscal year 1972, and 1973 which are not obligated or expended prior to the beginning of the next fiscal year, shall remain available for obligation and expenditure during such succeeding fiscal year. (Tydings Amendment, Public Law 91-230, Title IV, Section 405(b)). States draw funds as needed under Letter of Credit.

POST ASSISTANCE REQUIREMENTS:

Reports: Financial and Program Performance reports as required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR Part 100b, Subparts P and Q. Continuous evaluation by the State board and annual evaluation by the State Advisory Council and the National Advisory Council.

Audits: As required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR Part 100b, Subpart R.

Records: As required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR Part 100b, Subpart R.

FINANCIAL INFORMATION:

Account Identification: 09-40-0253-0-1-501.

Obligations: (Grants) FY 75 $20,000,000, FY 76 est $20,000,000, TQ est $5,000,000, and FY 77 est $0.

Range and Average of Financial Assistance: $10,000 to $1,704,350; $357,143.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1976, an estimated 218,000 students will be served.

REGULATIONS, GUIDELINES, AND LITERATURE: Rules and Regulations- Title 45 CFR, part 102, "Guide for the Development of a State Plan for the Administration of Vocational Education", no charge, "Vocational Education and Occupations", Government Printing Office, $2.25, "Career Education" Government Printing Office $0.20, "Progress Report of Vocational Technical Education Program Development for Persons with Special Needs", no charge, "A Guide to the Development of Vocational Education Programs and Services for the Disadvantaged", no charge.

INFORMATION CONTACTS:

Regional or Local Office: See the appendix for a list of the addresses of HEW regional offices.

Headquarters Office: Director, Division of Vocational and Technical Education, Center for Adult, Vocational, Technical and Manpower Education, Office of Education, Washington, DC 20202. Telephone: (202) 245-3488.

RELATED PROGRAMS: 13.493, Vocational Education-Basic Grants to States, 13.494, Vocational Education- Consumer and Homemaking, 13.495, Vocational Education-Cooperative Education, 13.498, Vocational Education- Research; 13.500, Vocational Education-State Advisory Councils; 13.501, Vocational Education-Work Study; 13.502, Vocational Education-Innovation.

13.502 VOCATIONAL EDUCATION-INNOVATION

(Exemplary Programs and Projects)

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Vocational Education Amendments of 1968, Title I, Part D, Public Law 90-576, 20 U.S.C. 1241 to 1391, 82 Stat. 1064-1091.

OBJECTIVES: To develop, establish, and operate occupational education programs as models for vocational education programs. Special emphasis to youths who have academic, socio-economic, or other handicaps.

TYPES OF ASSISTANCE: Formula Grants; Project Grants (Contracts).

USES AND USE RESTRICTIONS: Broad occupational orientation at the elementary and secondary levels, work experience, cooperative education, and similar programs, students not previously enrolled in vocational programs to receive specific training in job entry skills just prior to time that they leave school; intensive occupational guidance and counseling during the last years of school and initial placement of all students at completion of schooling; the grantee or contractor to carry on program from regular sources after the termination of Federal assistance. Federal funds must not be commingled with State or local funds.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Formula Grants- State boards for vocational education; Project Grants- State boards, local educational agencies, or other public or nonprofit private agencies, and profit organizations or institutions.

Beneficiary Eligibility: Students enrolled in grades K through 12 and in junior and community colleges, and high school dropouts.

Credentials/Documentation: Formula Grants- establishment of a State advisory council and certification of State Plan and Amendments by the State board and State Attorney General. A Gubernatorial review of the State Plan is required under Part III OF OMB Circular No. A-95 (revised). Cost will be determined in accordance with General Services Administration FMC 74-4. State Plan deadline is June 30.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: Formula Grants-State Plans and Amendments prepared in consultation with State advisory council, are subject to a public hearing and must be available to the public. Project Grants-Applicants are encouraged to secure a Certification of DHEW Model Cities Relatedness (OMB Form No. 85-R0145) from the local City Demonstration Agency (CDA) Director for projects with a significant impact in the Model Neighborhood Area of Model Cities. The standard application forms as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program. Applications should be reviewed under procedures in Part I of OMB Circular No. A-95 (revised).

Application Procedure: Formula Grants-Submission of State Plan or Amendments to the DHEW Regional Office. (See appendix.) Project Grants-Proposals must be prepared and submitted in accordance with program announcements.

Award Procedure: Formula Grants-Commissioner approves State Plan or Amendments and returns to Director of OAE in DHEW Regional Office who notifies the State board. When funds become available, Regional Office transmits notice of amount of award to State Board on OE Form 5235. Project Grants Proposal is approved and after negotiations, either form OE 5232 (grants) or HEW 554 plus general provisions (Contracts) is sent to the recipient. Notification of grant award must be made to the designated State Central Information Reception Agency in accordance with Treasury Circular 1082.

Deadlines: Formula Grants- preferably before the beginning of the fiscal year. Project Grants- as announced by the Commissioner of Education.

Range of Approval/Disapproval Time: Formula Grants-approximately 30 days. Project Grants-60 to 90 days.

Appeals: None.

Renewals: No financial assistance exceeding 3 years.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: Three percent of the funds available are allotted to outlying areas. From the remainder $200,000 is allotted to each State. In addition the Commissioner shall allot to each State an amount which bears the same ratio to any residue of such remainder as the population aged 15 to 19, both inclusive, in the State bears to the population of such ages in all such states. Fifty percent of each State's allotment is reserved to the Commissioner for projects grants and contracts; the remaining 50 percent is for the use of the states. No matching required.

Length and Time Phasing of Assistance: Three years. Twelve month increments subject to Congressional appropriations. States draw funds as needed under Letter of Credit. Contractor funding is stipulated in Contract. For State Grants, funds appropriated during any fiscal year ending prior to October 1, 1978, which are not obligated or expended prior to the beginning of the next fiscal year shall remain available for obligation and expenditure during such succeeding fiscal year.

POST ASSISTANCE REQUIREMENTS:

Reports: Financial and Program Performance Reports as required by General Services Administration FMC 74-7 implemented by OE general provisions, Title 45 CFR Parts 100a (projects) and 100b (formula), Subparts P and Q. Both types of grants subject to continuous evaluation by State board, annual evaluation by State and National advisory councils and an independent third-party evaluator.

Audits: As required by General Services Administration FMC 74-7 implemented by OE general provisions, Title 45 CFR Parts 100a abd 100b, Subpart R.

Records: As required by General Services Administration FMC 74-7 implemented OE general provisions, Title 45 CFR Parts 100a and 100b, Subpart R.

FINANCIAL INFORMATION:

Account Identification: 09-40-0273-0-1-501.

Obligations: (Grants and contracts) FY 75 for project Grants/Contracts $7,933,000, Formula grants $8,000,000, FY 76 est for Project Grants/Contracts $9,052,000, Formula grants $8,000,000, TQ est for Project Grant/ Contracts $0, Formula Grants est $2,000,000, and FY 77 est $0 for both.

Range and Average of Financial Assistance: Formula Grants $2,598 to $347,864, , $142,857. Project Grants/Contracts- $7,702 to $752,103, $249,579.

PROGRAM ACCOMPLISHMENTS: The federally-administered funds in fiscal year 1975 were used to launch or continue a total of 66 projects which were designed to demonstrate improved systems for the occupational development, the preparation and the placement of young people enrolled in kindergarten through grade 14. The State-administered Part D of funds served to re-inforce the federally-administered efforts in fiscal year 1975. In fiscal year 1976, it is planned to fund 44 new projects and continue about 12 projects.

REGULATIONS, GUIDELINES, AND LITERATURE: Title 45 CFR, part 102 and 103.

INFORMATION CONTACTS:

Regional or Local Office: See appendix for HEW regional offices.

Headquarters Office: Director, Division of Research and Demonstration, Bureau of Occupational and Adult Technical Education, Office of Education, Washington, DC 20202. Telephone (202) 245-2614.

RELATED PROGRAMS: 13.493, Vocational Education Basic Grants to States, 13.494, Vocational Education Consumer Homemaking,

13.503 VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT AWARDS - LEADERSHIP DEVELOPMENT

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Education Professions Development Act, Part F, Section 552 enacted by Vocational Educational Amendments of 1968, Title II, Section 201, Public Law 90-35, Public Law 90-576, 20 U.S.C. 1119c et seq.

OBJECTIVES: To meet the needs in all states for qualified vocational education leadership personnel by making awards to experienced vocational educators for up to three years of graduate study in leadership development programs and by making institutional awards for the development and improvement of programs to continue the supply of such people.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: For instructional cost including tuition and non-refundable fees and deposits, for awardee's expenses while participating full time and maintaining satisfactory proficiency, for support of dependents as defined by Internal Revenue Code.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Institution must offer a comprehensive program in vocational education with adequate supporting services and disciplines in a school of graduate study. The program must be approved by the State board for vocational education.

Beneficiary Eligibility: Persons with not less than two years of vocational education experience, industrial or military technical training, persons employed in, or reasonably assured of employment in, vocational education, persons recommended by their employers or others as having leadership potential and eligible for admission as graduate students.

Credentials Documentation: The institution of higher education must have a program approved by its State board for vocational education. Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: The standard application forms as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program. The State board for vocational education must approve the proposal and should be consulted in advance.

Application Procedure: Institution: By a proposal based on program information materials. By applying to the appropriate State director of vocational education.

Award Procedure: Proposals are reviewed by the Vocational Education Personnel Development Staff plus a panel of Office of Education reviewers and outside consultants. Final approval of projects is based upon the recommendations of the reviewers. Notification of grant award must be made to the designated State Central Information Reception Agency in accordance with Treasury Circular 1082. Notification of awards is made by the Grants Officer.

Deadlines: Published annually in the Federal Register.

Range of Approval Disapproval Time: 3 to 6 months depending on appropriations.

Appeals: None. Unfunded applicants will be notified, on request, of the reasons for the rejection of proposed projects.

Renewals: Grants are awarded annually. New proposals must be submitted each year by institution, and individual applicants. Continued funding is not guaranteed and will be based on the availability of funds, a clear demonstration of need, and evidence of satisfactory performance.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: No matching required.

Length and Time Phasing of Assistance: Funds are normally committed for 15 months.

POST ASSISTANCE RQUIREMENTS:

Reports: Financial and program performance reports as required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR Part 100a (Subparts P and Q).

Audits: As required by General Services Administration FMC 74-7 implemented by OE General Provision, Title CFR 100a, (Subpart R).

Records: As required by General Services Administration FMC 74-7 implemented by OE General Provision, Title CFR 100a, (Subpart R).

FINANCIAL INFORMATION:

Account Identification: 09-40-0273-0-1-501.

Obligations: (Grants) FY 75 $2,397,000, FY 76 est $2,400,000, TQ est $0, and FY 77 est $0.

Range and Average of Financial Assistance: $18,000 to $188,000, $78,000.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1976, 245 graduate level awardees were trained under Federal support.

REGULATIONS, GUIDELINES, AND LITERATURE: CFR 45-174, Education Professions Development Act - Facts About Programs for 1971-72, OE 58030-72, no charge; Education Professions Development Act - Program Information: Vocational Education Personnel Program, no charge.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Chief, Vocational Education Personnel Development, Bureau of Developmental and Adult Education, Office of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Telephone: (202) 245-9795.

RELATED PROGRAMS: 13.493, Vocational Education - Basic Grants to States, 13.504, Vocational Education Personnel Development - State Systems Program.

13.504 VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT - STATE SYSTEMS PROGRAM

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Education Professions Development Act, Part F, Section 553 enacted by the Vocational Education Amendments of 1968, Title II, Section 201; Public Law 90-35; Public Law 90-576; 20 U.S.C. 1119c et seq.

OBJECTIVES: To strengthen education programs authorized by the vocational education amendments of 1968, and to improve the quality and effectiveness of instruction and administration of vocational education at all levels.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: For vocational education, to pay the costs of cooperative arrangements with institutions of higher education (including community colleges), local education agencies, private business or industry, commercial enterprises or other educational institutions. Individual projects should meet specific training objectives in accordance with Personnel Development Section of the approved State Plan for vocational education. Assurance must be provided that Federal funds will be used to supplement and in no case supplant the funds that would be available in the absence of Federal funding. Special consideration will be given to programs designed to familiarize teachers with new curricular materials. All projects should be within the parameters of the funding criteria published in the Federal Register.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State boards for vocational education as defined in the Vocational Education Act of 1963.

Beneficiary Eligibility: Professional personnel in vocational education field.

Credentials/Documentation: Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: The standard application forms as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program.

Application Procedure: The State application (plan of action) must be in accordance with the personnel development segments of the State Plan for vocational education with applications for cooperative arrangements attached. Each of the cooperative arrangement applications is reviewed competitively by the appropriate regional office in which the State application is made.

Award Procedure: State plans and subsequent applications are reviewed by the appropriate regional vocational education staff. Notification of grant award must be made to the designated State Central Information Reception Agency in accordance with Treasury Circular 1082.

Deadlines: By closing date in the Federal Register.

Range of Approval/Disapproval Time: 3 to 6 months.

Appeals: None. Non-funded applicants will be notified of the reasons for proposal rejection on request.

Renewals: Not applicable.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: Definite matching percentages are not specified, however, grantee states are expected to maximize the utilization of other funds for vocational education professional personnel development. EPDA Part F, Section 553 funds, may only supplement and in no case supplant existing funds and funding activities within the State.

Length and Time Phasing of Assistance: July 1 to the following June 30.

POST ASSISTANCE REQUIREMENTS:

Reports: Financial and program performance reports as required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR Part 100a, (Parts P and Q).

Audits: As required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR, Part 100a, (Subpart R).

Records: As required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR, Part 100a, (Subpart R).

FINANCIAL INFORMATION:

Account Identification: 09-40-0273-0-1-501.

Obligations: (Grants) FY 75 $6,623,000; FY 76 est $7,600,000, TQ est $0; and FY 77 est $0.

Range and Average of Financial Assistance: $14,816 to $591,028; $116,222.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1976, 56 grant awards will be made to State boards of vocational education including outlying areas.

REGULATIONS, GUIDELINES, AND LITERATURE: 45 CFR 174, Education Professions Development Act.

INFORMATION CONTACTS:

Regional or Local Office: 553 Regional Project Officer and State Personnel Development Coordinator in appropriate regional and State vocational education office.

Headquarters Office: Chief, (or National Coordinator of 553 program) Vocational Education Personnel Development Staff, Bureau of Occupational and Adult Education, Office of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Telephone: (202) 245-9888.

RELATED PROGRAMS: 13.503, Vocational Education Personnel Development Awards - Leadership Development; 13.493, Vocational Education - Basic Grants to States.

13.520 SPECIAL PROGRAMS FOR CHILDREN WITH SPECIFIC LEARNING DISABILITIES

(Learning Disabilities)

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Education of the Handicapped Act, Title VI, Part G, Section 661, Public Law 91-230, 20 U.S.C. 1461.

OBJECTIVES: To establish and operate model centers for the improvement of education of children with specific learning disabilities, through research and training of educational personnel.

TYPES OF ASSISTANCE: Project Grants (and Contracts).

USES AND USE RESTRICTIONS: To develop model centers which can be replicated throughout the country. Models should relate to the education of children with specific learning disabilities. No restrictions.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Public or nonprofit agencies, organizations, or institutions may receive grants. Public or private agencies, organizations, or institutions may receive contracts.

Beneficiary Eligibility: Same as applicant eligibility.

Credentials/Documentation: Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: None, however, efforts are made to coordinate proposed activities with those ongoing activities of the Office of Education and other governmental agencies relating to objectives of this program. The standard application forms as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program. Applications should be reviewed under procedures in Part I of OMB Circular No. A-95 (revised).

Application Procedure: Application should be sent to: U.S.OE Application Control Center, Room 5673, ROB No. 3 7th and D Sts., S.W., Washington, DC. Mailing address U.S.OE Application Control Center, 400 Maryland Ave., S.W., Washington, DC 20202.

Award Procedure: The Deputy Commissioner makes final decisions to approve, defer, or reject individual projects. Notification of the award is made to the public, the designated State Central Information Agency in accordance with Treasury Circualr 1082.

Deadlines: As announced in "Commerce Business Daily" or Federal Register.

Range of Approval/Disapproval Time: 3 to 4 months.

Appeals: May be made to the Deputy Commissioner.

Renewals: Renewals for grants are made only through re-application on an annual basis.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: None.

Length and Time Phasing of Assistance: The award period is for 1 year; phasing is dependent upon needs of individual projects.

POST ASSISTANCE REQUIREMENTS:

Reports: Multiple copies of final report, as well as monthly progress reports, are due to the Deputy Commissioner or his designee.

Audits: Final audits are made by HEW Audit Agency.

Records: Records are to be retained as specified in the grant document.

FINANCIAL INFORMATION:

Account Identification: 09-40-0782-0-1-601.

Obligations: (Grants) FY 75 $4,250,000; FY 76 $4,250,000; TQ est $0; and FY 77 est $5,000,000.

Range and Average of Financial Assistance: $75,000 to $125,000; $100,000.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1975, 30 projects served 7,700 children. In fiscal year 1976, 40 projects served 9,850 children. In fiscal year 1977 it is estimated 35 projects will serve 8,700 children.

REGULATIONS, GUIDELINES, AND LITERATURE: Program Administrative Manual available on request. Regulations published in the Federal Register February 20, 1975, Vol. 40 No. 35, pp. 7408-7430.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Program Development Branch, Division of Innovation and Development, Bureau of Education for the Handicapped, Office of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. Telephone: (202) 245-9722.

RELATED PROGRAMS: 13.443, Handicapped Research and Demonstration.

13.554 CAREER EDUCATION

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, and WELFARE

AUTHORIZATION: Title IV, Section 406 of the Education Amendments of 1974, Public Law 93-380, 20 U.S.C. 1865, 88 Stat. 551-553.

OBJECTIVES: To demonstrate the most effective methods and techniques in career education and to develop exemplary career education models.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: May be used to support demonstration projects which are designed to result in exemplary career education models, including models in which handicapped children receive appropriate career education. May not be used to support research and development projects. May not be used to provide general operational support for the implementation of career education activities.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State educational agencies, local educational agencies, institutions of higher education, and other nonprofit [illegible] organizations.

Beneficiary Eligibility: Students in career education programs, including the handicapped.

Credentials/Documentation: See proposed regulations.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: None.

Application Procedure: Applications must be submitted on forms provided by OE, in accordance with procedures which are published in the Federal Register each year. All applicants must furnish an information copy of their application to the State Educational Agency. The original and two copies of the application are submitted directly to the Office of Education.

Award Procedure: Applications are reviewed, rated, and ranked, and the highest ranking applications are selected for support within the annual level of available funding.

Deadlines: Application deadlines are published in the Federal Register each year.

Range of Approval/Disapproval Time: Applications must be approved or disapproved prior to the end of each fiscal year.

Appeals: Not applicable.

Renewals: Not applicable.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: None.

Length and Time Phasing of Assistance: Usually awarded for a 12 month period.

POST ASSISTANCE REQUIREMENTS:

Reports: Program narrative and financial reports due 6 months after beginning of project and at the end of the project.

Audits: Subject to audit until the expiration of 5 years after the completion of the project.

Records: Records which fully disclose the amount and disposition of the OE project funds, the total cost of the project, amount of money supplied by other sources must be maintained.

FINANCIAL INFORMATION:

Account Identification: 09-40-0270-0-1-503.

Obligations: (Grants and Contracts) FY 75 $10,000,000, FY 76 est $10,135,000, TQ est $0, and FY 77 est $10,135,000.

Range and Average of Financial Assistance: $999 to $308,640; $123,500.

PROGRAM ACCOMPLISHMENTS: New program, data not available.

REGULATIONS, GUIDELINES, AND LITERATURE: Final regulations to be printed in the Federal Register in fiscal year 1976. OE Policy paper, An Introduction to Career Education, DHEW publication No. OE-75-00504.

INFORMATION CONTACTS:

Regional or Local Office: Career Education State Coordinators in each State Department of Education.

Headquarters Office: Office of Education, Office of Career Education, Regional Office Bldg., No. 3, Rm. 3100, 7th and D Sts., S.W., Washington, DC 20202. Telephone: (202) 245-2331.

RELATED PROGRAMS: 13.427, Educationally Deprived Children - Handicapped; 13.428, Educationally Deprived Children - Local Educational Agencies; 13.444, Handicapped Early Childhood Assistance; 13.445, Handicapped Innovative Programs - Deaf-Blind Centers; 13.449, Handicapped Preschool and School Programs; 13.450, Handicapped Regional Resource Centers; Strengthening State Departments of Education - Grants for Special Projects; 13.486, Strengthening State Departments of Education - Grants to States; 13.489, Teacher Corps - Operation and Training.

13.560 REGIONAL EDUCATION PROGRAMS FOR DEAF AND OTHER HANDICAPPED PERSONS

(Regional Education Programs)

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Education Amendments of 1974, Title VI, Part B - Education of the Handicapped, Section 625, Public Law 93-380

OBJECTIVES: To develop and operate specially designed or modified programs of vocational, technical, postsecondary, or adult education for deaf or other handicapped persons

TYPES OF ASSISTANCE: Project Grants (or contracts)

USES AND USE RESTRICTIONS: The Commissioner is authorized to make grants to or contracts with institutions of higher education, including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies for the development and operation of specially designed or modified programs of vocational, technical, postsecondary, or adult education for deaf and other handicapped persons.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Institutions of higher education, including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies.

Beneficiary Eligibility: Handicapped persons. Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, emotionally disturbed, crippled, or in other ways health impaired and by reason thereof require special education programming and related services. The Commissioner shall give priority consideration to programs serving multistate regions or large population centers, programs adapting existing programs of vocational, technical, postsecondary, or adult education to the special needs of handicapped persons and programs designed to service areas where a need for such services is clearly demonstrated.

Credentials/Documentation: Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: The standard application forms, as furnished by the agency and required by General Services Administration FMC 74-7, must be used for this purpose.

Application Procedure: Applications should be sent to: U.S.O.E. Applications Control Center, Room 5673, ROB No. 3, 7th and D Sts., S.W., Washington, DC. Mailing Address: U.S.O.E. Applications Control Center, 400 Maryland Ave., S.W., Washington, DC 20202.

Award Procedure: Proposals reviewed by outside experts. On basis of their recommendations and those of the Bureau, award is made by the Commissioner of Education.

Deadlines: As announced in the Federal Register.

Range Of Approval/Disapproval Time: Approximately 120 days.

Appeals: Appeals may be made to Deputy Commissioner, Bureau of Education for the Handicapped.

Renewals: Funding is on a 1-year basis with renewal possible.

ASSISTANCE CONSIDERATIONS:

Formula And Matching Requirements: None.

Length And Time Phasing Of Assistance: One year with renewal possible, one to three years.

POST ASSISTANCE REQUIREMENTS:

Reports: Progress reports and final reports as required by grant document.

Audits: Post-audit plus periodic audits during life of project.

Records: Records are to be retained as required by grant document.

FINANCIAL INFORMATION:

Account Identification: 09-40-0282-0-1-501.

Obligations: (Grants) FY 75 $575,000, FY 76 $2,000,000, TQ est $0, and FY 77 est $2,000,000.

Range And Average Of Financial Assistance: $100,000 to $300,000; $200,000.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1976 three projects were continued at the postsecondary level, and six new projects were started for the comprehensive provision of postsecondary and adult educational services to the handicapped. In fiscal year 1977 it is estimated 9 projects will be continued.

REGULATIONS, GUIDELINES, AND LITERATURE: Published in the Federal Register November 11, 1975, Vol. 40, No. 218, pp. 52628-52630.

INFORMATION CONTACTS:

Regional Or Local Office: Not applicable.

Headquarters Office: Program Coordinator, Regional Education Programs, Division of Innovation and Development, Bureau of Education for the Handicapped, U.S. Office of Education, 400 Maryland Ave., S.W., Washington, DC 20202. Telephone: (202)245-9722.

RELATED PROGRAMS: 13.493, Vocational Education - Basic Grants to States; 13.624, Rehabilitation Services and Facilities - Basic Support.

13.562 EDUCATION FOR GIFTED AND TALENTED CHILDREN AND YOUTH

(Gifted and Talented)

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Education Amendments of 1974, Title IV Section 404, Public Law 93-380; 20 U.S.C. 821.

OBJECTIVES: To support State and local planning, development, operation and improvement of programs and projects designed to meet the special educational needs of the gifted and talented at preschool, elementary, and secondary levels; development and dissemination of information pertaining to such education; inservice training of educational personnel working with gifted and talented and their supervisors; leadership training, including internships; and model or exemplary projects.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: The Commissioner is authorized to contract with public or private agencies or organizations for education of gifted and talented children and youth, and for model projects. Grants may be made to State educational agencies (or consortia thereof) and local educational agencies to assist them in planning, development, operation, and improvement of programs and projects designed to meet the special educational needs of gifted and talented children at preschool, elementary, and secondary school levels. Grants may be made to State educational agencies (and consortia) to assist them in programs for training personnel engaged in or preparing to engage in educating gifted and talented children. Grants may be made to institutions of higher education and other appropriate non-profit institutions to provide training to leadership personnel for the education of gifted and talented children and youth and for internships.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Applications for grants may be submitted by State and local educational agencies, institutions of higher education, and non-profit institutions or agencies. Contracts may be awarded to public or private agencies and organizations.

Beneficiary Eligibility: Gifted and talented children and youth; personnel engaged or preparing to engage in educating gifted and talented children or as supervisors of such personnel; and other leadership personnel.

Credentials/Documentation: Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: The standard application forms as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program.

Application Procedure: Applications should be sent to U.S. OE Applications Control Center, Room 5673, ROB No.3, 7th and D Streets, S.W., Washington, DC; mailing address: U.S. OE Applications Control Center, 400 Maryland Avenue, S.W., Washington, DC 20202.

Award Procedure: Applications are processed and assigned to field readers for review. Recommendations are made to the Director, Office of Gifted and Talented concerning approval or disapproval and the suggested funding level. A funding recommendation is made to the Commissioner of Education.

Deadlines: As announced in the Federal Register.

Range of Approval/Disapproval Time: Approximately 120 days.

Appeals: Appeals may be made to Deputy Commissioner, Bureau of Education for the Handicapped.

Renewals: Renewals are made only through reapplication on an annual basis.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: There are no matching requirements.

Length and Time Phasing of Assistance: The award period is for 12 months beginning from July 1 through June 30 of the following year.

POST ASSISTANCE REQUIREMENTS:

Reports: Progress reports and final reports as required by grant document.

Audits: Post-Audit plus periodic audits during life of project.

Records: Records are to be retained as required by grant document.

FINANCIAL INFORMATION:

Account Identification: 09-40-0270-0-1-503.

Obligations: (Grants and Contracts) FY 75 Not applicable; FY 76 $2,560,000; TQ est $0; and FY 77 est $1,280,000.

Range and Average of Financial Assistance: $1,000 to $75,000; $25,000.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1976, 65 projects were supported; In fiscal year 1977 it is estimated that 44 projects will be supported.

REGULATIONS, GUIDELINES, AND LITERATURE: Notice of proposed rulemaking published - the Federal Register, July 22, 1975 Vol. 40, Number 141, pp. 30662-30670.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Director, Gifted and Talented Staff, Office of the Deputy Commissioner, Bureau of education for the Handicapped, U.S. Office of Education, 400 Maryland Ave., S.W., Washington, DC 20202. Telephone: (202) 245-9661.

RELATED PROGRAMS: 13.485, Strengthening State Departments of Education-Grants for Special Projects; 13.486, Strengthening State Departments of Education-Grants to States; 13.519, Supplementary Educational Centers and Services, Guidance, Counseling and Testing; 13.525, Emergency School Aid Act - Basic Grants to Local Educational Agencies; 45.115, Promotion of the Humanities-Youthgrants in the Humanities.

13.564 CONSUMERS' EDUCATION

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: The Elementary and Secondary Education Act of 1965, Section 811, as enacted by Section 505 of the Education Amendments of 1972, Public Law 92-318, as amended by the Education Amendments of 1974, Title IV, Section 402 and 407, Public Law 93-380, 20 U.S.C. 887d

OBJECTIVES: To provide consumers' education to students and the public.

TYPES OF ASSISTANCE: Project Grants (Contracts)

USES AND USE RESTRICTIONS: To provide consumers' education to the public by (a) developing curricula in consumer education, (b) identifying, assessing, and disseminating information on existing curricula in consumers' education in elementary, secondary schools and institutions of higher education; (c) preparing educational and other personnel to teach in subject matter areas associated with consumers' education; (d) the preparation and distribution of consumers' education materials by mass media; (e) the establishment of new, or the expansion of existing pilot or demonstration consumers' education programs in elementary and secondary schools or institutions of higher education, or in community programs potentially serving persons of all ages with the community; and (f) developing and disseminating curriculum materials and teaching practices for special population groups, e.g., bilingual; research studies on determining the level of consumers' knowledge and behavior.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Institutions of higher education, State and local educational agencies, and other public and private nonprofit agencies, organizations, and institutions (including libraries)

Beneficiary Eligibility: Students, teachers, other educational personnel, public service personnel, community and labor leaders and employees, and government employees at the State, Federal, and local levels, low-income persons, persons with limited English speaking ability, Indians, and elderly persons.

Credentials/Documentation: Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: The standard application forms as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program.

Application Procedure: Proposals must be prepared and submitted in accordance with program announcements.

Award Procedure: The Deputy Commissioner, BOAE, approves a proposal for support and, after negotiation is completed, the Office of Education Grants or Contract Officer sends the Notification of grant award (OE Form 5232) or contract (HEW 554, plus general provisions) to the recipient. Notification of grant award must be made to the designated State Central Information Reception Agency in accordance with Treasury Circular 1082.

Deadlines: As announced by the Commissioner of Education.

Range of Approval/Disapproval Time: Sixty to 90 days after receipt of proposal.

Appeals: None.

Renewals: Annually

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: The Federal share will be no more than 80 percent of eligible project costs for projects which involve curriculum development or dissemination of curricular materials. Contributions in kind are acceptable as applicant contributions to project costs.

Length and Time Phasing of Assistance: To be developed.

POST ASSISTANCE REQUIREMENTS:

Reports: Financial and program performance reports as required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR Part 160e.

Audits: As required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45 CFR, Part 160e.

Records: As required by General Services Administration FMC 74-7 implemented by OE General Provisions, Title 45, Part 160e.

FINANCIAL INFORMATION:

Account Identification: 09-40-0370-0-1-503

Obligations: (Contracts and Grants) FY 75 Not applicable, FY 76 est $3,135,000, TQ est $0, and FY 77 est $1,568,000.

Range and Average of Financial Assistance: $3,000 to $75,000, $35,000.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1976, the first year of this program, the focus will be upon initiating interest in this activity.

REGULATIONS, GUIDELINES, AND LITERATURE: Rules and Regulations - Title 45 CFR, Part 160e.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Director, Office of Consumers' Education, Bureau of Occupational and Adult Education, Office of Education, Washington, DC 20202. Telephone: (202) 245-0636.

RELATED PROGRAMS: 10.500, Cooperative Extension Service; 13.400, Adult Education Grants to States; 13.480, School Library Resources, Textbooks, and Other Instructional Materials; 13.494, Vocational Education Consumer and Homemaking; 13.519, Supplementary Education Centers and Services, Guidance, Counseling, and Testing; 13.522, Environmental Education; 13.536, Indian Education - Adult Indian Education; 13.557, University Community Service Special Projects; 13.561, Education for the Use of the Metric System of Measurement; 13.678, Consumer Affairs; 49.002, Community Action; 49.010, Older Persons Opportunities and Services.

13.568 HANDICAPPED INNOVATIVE PROGRAMS-PROGRAMS FOR SEVERELY HANDICAPPED CHILDREN

(Programs for Severely Handicapped Children and Youth)

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Education of the Handicapped Act, Title VI, Part C, Section 624, Public Law 91-230, 20 U.S.C. 1424

OBJECTIVES: To improve and expand educational/training services for severely handicapped children and youth, and improve the general acceptance of such people by the general public, professionals, and possible employers.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: Contracts (grants) must be designed to provide comprehensive diagnostic, prescriptive, educational/training, and evaluative services to severely handicapped children and youth, in-service training of staff, dissemination of materials and information, and construction. Research and teacher preparation are outside of program intent, except to the extent necessary for support of an approvable program. Evidence of coordination of project with agencies serving the same population must be provided including the indication of consonance of the project with State planning for handicapped children.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Public and non-profit private agencies, organizations, or institutions, including State department of special education, intermediate or local educational agencies, institutions of higher learning, professional organizations and volunteer associations.

Beneficiary Eligibility: Severely handicapped children and youth who require special educational/ training and related services.

Credentials/Documentation: Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: Coordination of applicant agency with all other State and local public and non public agencies and organizations which provide services to severely handicapped children and youth, in the development and design of the proposal. The standard application forms as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program.

Application Procedure: Request for proposals will be announced in the "Commerce Business Daily," with additional memos directed to those individuals and agencies known to have interest in the provision of services to severely handicapped children. Copies of the project work statement will then be mailed to those who so request.

Award Procedure: Proposals will be read by field reader panel, notification of awardees regarding contract awards will be made through the Contract Office to the designated State Central Information Reception Agency in accordance with Treasury Circular 1082.

Deadlines: As announced.

Range of Approval/Disapproval Time: 10 to 12 weeks.

Appeals: Not applicable.

Renewals: Funding is for 1-year projects with options for renewal.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: Not applicable.

Length and Time Phasing of Assistance: 12 months. Contractor must apply for continuation support at least 2 1/2 months before expiration of award period.

POST ASSISTANCE REQUIREMENTS:

Reports: Progress reports shall be made on a quarterly basis. Annual reports shall be submitted after each year-end of project activities.

Audits: Post-audit plus periodic audits during the life of a project.

Records: Accounts, records and other evidence pertaining to all costs incurred.

FINANCIAL INFORMATION:

Account Identification: 09-40-0282-0-1-601.

Obligations: (Grants and Contracts) FY 75 $2,826,000; FY 76 $3,250,000; TQ est $0; and FY 77 est $3,250,000.

Range and Average of Financial Assistance: $98,000 to $435,000.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1976, educational services were provided to 1,207 severely handicapped children and youth in a variety of educational settings--residential to day care center. In-service training was provided to 80 professionals and 180 non-professionals. In fiscal year 1977, it is anticipated that approximately 26 programs will be funded to direct attention to the severely handicapped population with a primary handicapping condition in auditorial, visual, and orthopedic impairments, emotional disturbance, profoundly retarded-ages 0 to 8 and profoundly retarded youth-ages 9 to 21. The estimated additional number of students to be served will be approximately 100 in total. The new personnel-professionals and para-professionals to receive training will total approximately 50.

REGULATIONS, GUIDELINES, AND LITERATURE: 45 CFR 121e; Regulations published in the Federal Register, February 20, 1975, Vol. 40, No. 35, page 7419.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Program Officer, Projects for Severely Handicapped Children and Youth, Special Services Branch, Bureau of Education for the Handicapped, 400 Maryland Ave., S.W., (ROB3, Room 2015), Washington, DC 20202. Telephone: (202) 245-9815.

RELATED PROGRAMS: 13.427, Educationally Deprived Children-Handicapped; 13.445, Centers and Services for Deaf Blind Children; 13.446, Handicapped Media Services and Captioned Films; 13.449, Handicapped Preschool and School Programs; 13.450, Handicapped Regional Resource Centers.

13.571 EDUCATIONAL INNOVATION AND SUPPORT

FEDERAL AGENCY: OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Elementary and Secondary Education Act, Title IV, Part C, as amended by Public Law 93-380, 20 U.S.C. 1831.

OBJECTIVES: To support supplementary educational centers and services, innovative projects, dropout prevention projects, health and nutrition programs and strengthening of State and local educational agencies.

TYPES OF ASSISTANCE: Formula Grants.

USES AND USE RESTRICTIONS: Use of funds is defined as follows: (1) Strengthening State and local educational agencies. Funds expended for these purposes must improve State and local educational management capabilities, including comprehensive planning and evaluation. A legislatively limited portion of the funds may be used for these purposes, no greater than 15 percent of the allocation. (2) For the remainder of the funds, 15 percent must be spent on special programs or projects for the education of children with specific learning disabilities and handicapped children, and expenditures for programs and projects for non-public school children will be equal to expenditures for public school children. These funds are awarded on a competitive basis by the State to local education agencies to support supplementary educational centers and services, innovative projects, dropout prevention projects, and health and nutrition programs. This program represents anticipated consolidation of previous legislative authorities: 13.410, 13.486, 13.519, 13.523, 13.542.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Any State desiring to receive funds from Part C must establish a State Title IV Advisory Council and submit a State program plan designating the State educational agency as the sole administrator of the plan. The Annual State Program Plan must provide assurances for non-public participation, provide for adoption of procedures for annual State Advisory Council evaluation of these programs and projects, for dissemination activities, and for the adoption of successful projects, provide assurances that Federal funds will not be commingled with State funds.

Beneficiary Eligibility: Beneficiaries include State and local educational agencies, elementary and secondary, public and non-public school children, and elementary and secondary, public and non-public school teachers.

Credentials/Documentation: An Annual Program Plan is required prior to the beginning of the fiscal year. No specific due date is established, except that the effective date of approval cannot be earlier than July 1, or the date submitted, whichever is later. Review by governor is required 45 days prior to submission. Where not otherwise required, opportunity for gubernatorial review of the State Plan is required under Part III of OMB Circular No. A-95 (revised). Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: Prior to submitting the Annual Program Plan, the State must consult with the Title IV State Advisory Council.

Application Procedure: (1) Selection of a ESEA Title IV State Advisory Council, and approval by U.S. OE. (2) Preparation ESEA IV Annual Program Plan in accordance with prescribed format. (3) Approval of Plan by Council. (4) Approval of Plan by US Commissioner of Education.

Award Procedure: Upon approval of ESEA IV Annual Program Plan by U.S. Commissioner of Education, the Bureau of School Systems issues grant award. Notification of grant award must be made to the designated State Central Information Reception Agency in accordance with Treasury Circular 1082.

Deadlines: None.

Range of Approval/Disapproval Time: 30 to 90 days, depending on the acceptability of the ESEA IV Plan.

Appeals: The U.S. Commissioner of Education shall not disapprove an ESEA IV Plan without providing reasonable notice and an opportunity for a hearing.

Renewals: Funds granted annually, based on approval of ESEA IV Plan.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: Funds allocated to states based on the ratio of State's 5 to 17 age population to the total population of the United States. No matching requirements.

Length and Time Phasing of Assistance: Funds available for 15 months, released through Letter of Credit.

POST ASSISTANCE REQUIREMENTS:

Reports: An after the fact annual performance and financial report is required at the end of each fiscal year.

Audits: Audits are conducted by DHEW Audit Agency. The frequency varies.

Records: Retention period 3 years after date of submission. For non-expendable personal property the period is 3 years after disposition.

FINANCIAL INFORMATION:

Account Identification: 09-40-0279-0-1-501.

Obligations: (Grants) FY 75 Not applicable, FY 76 $172,888,000, TQ est Not separately identifiable, and FY 77 est $184,521,852.

Range and Average of Financial Assistance: $723,753 to $14,020,376; $3,216,757.

PROGRAM ACCOMPLISHMENTS: In fiscal years 1976 and 1977, an estimated 50,000,000 public and private school children in 16,000 local school districts will be served by this program.

REGULATIONS, GUIDELINES, AND LITERATURE: Proposed Regulations - DHEW, OE - 45 CFR Parts 100 C, 134, 134a, 134b, Annual Program Plan format may be obtained from U.S. Office of Education, Bureau of School Systems/State and Local Educational Programs, 400 Maryland Avenue, S.W. FOB- No. 6, Room 2079-D, Washington, DC 20202.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: U.S. Office of Education, Bureau of School Systems, State and Local Educational Programs, 400 Maryland Avenue, S.W., FOB- No. 6, Room 2079-D, Washington, DC 20202. Telephone (202) 245-8094.

RELATED PROGRAMS: 13.570, Libraries and Learning Resources.

13.627 REHABILITATION RESEARCH AND DEMONSTRATIONS

(Rehabilitation Research)

FEDERAL AGENCY: OFFICE OF HUMAN DEVELOPMENT, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Rehabilitation Act of 1973, Section 202 of Public Law 93-112, 29 U.S.C. 701 et seq.

OBJECTIVES: To discover, test, demonstrate, and promote utilization of new concepts and devices which will provide rehabilitation services to handicapped individuals.

TYPES OF ASSISTANCE: Project Grants, Research Contracts.

USES AND USE RESTRICTIONS: Grants and contracts are awarded for innovative research and demonstrations of regional and national significance that are responsive to Rehabilitation Services Administration (RSA) program priorities. All applications must meet standard of excellence in research or evaluation design.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Grants may be made to states and nonprofit organizations. Contracts may be executed with nonprofit or profit organizations. Grants cannot be made directly to individuals.

Beneficiary Eligibility: The mentally and physically handicapped.

Credentials/Documentation: Applicants should present written evidence of other agencies' willingness to cooperate when the project involves their cooperation or the utilization of their facilities or services. Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: The RSA research and demonstration strategy for each fiscal year is publicized through central and regional office meetings, "Commerce Business Daily," issuance of grant guidelines and requests for proposals, and other appropriate means. Some funds are reserved for creative, unsolicited proposals. Applicants should maintain contact with Regional Research and Demonstration Specialists (see appendix). Projects involving direct services to handicapped individuals must be approved by the appropriate State vocational rehabilitation agency. The standard application forms as furnished by the Federal agency and required by General Services Administration 74-7 must be used by this program.

Application Procedure: Application forms are submitted to Director, Division of Grants and Contracts Management, RSA, HEW, Room 1427, 330 C Street, S.W., Washington, DC 20201.

Award Procedure: Official notice of approved applications is made through issuance of a Notice of Grant Awarded. Grants are awarded by the Commissioner, Rehabilitation Services Administration.

Deadlines: Established when grants and contracts are solicited by Grant Guidelines and Requests for Proposals. Unsolicited applications may be submitted any time.

Range of Approval/Disapproval Time: Range from 30 to 365 days. Generally solicited grants and contracts will be acted upon within 60 days.

Appeals: No formal appeals procedures. If an application is disapproved, the reasons for disapproval will be fully stated. In the case of unsolicited proposals, applicants are free to resubmit applications with attention to the changes suggested by the reasons for disapproval. In the case of solicited proposals, reworking time may be allowed to prepare addenda which clarify various aspects of projects.

Renewals: Extensions and renewals are available if formally applied for and approved. In most cases, renewals must compete with new applications on the basis of program relevance as well as standard requirements for excellence in design. If an application is recommended for approval for 2 or more years, the grantee or contractor must submit each year a formal request for continuation accompanied by a progress report which will be evaluated prior to a recommendation of continuation.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: Grantees are required to share in the cost of projects. The average cost sharing is ten percent of total project costs.

Length and Time Phasing of Assistance: Funds are granted on a 12-month basis, with support beyond the first year contingent upon acceptable evidence of satisfactory progress, continuing program relevance, and availability of funds. Projects may be extended for a maximum of 5 years.

POST ASSISTANCE REQUIREMENTS:

Reports: Annual reports of progress and annual expenditures are required on all projects. Comprehensive final reports are due 90 days after the end of the project.

Audits: All fiscal transactions identifiable to Federal financial assistance are subject to audit by HEW audit agency.

Records: Proper accounting records, identifiable by grant or contract number and including all receipts and expenditures, must be maintained for 3 years. Subsequent to audit, they must be maintained until all questions are resolved.

FINANCIAL INFORMATION:

Account Identification: 09-80-1636-0-1-500.

Obligations: (Grants and Research Contracts) FY 75 $19,999,000, FY 76 est $24,000,000, TQ est $5,000,000, and FY 77 est $18,000,000.

Range and Average of Financial Assistance: Grants and contracts range from $10,000 to $1,500,000. Individual project grants average about $75,000 a year. However, these figures vary with type of program.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1975, 74 projects were supported.

REGULATIONS, GUIDELINES, AND LITERATURE: Program and Grants Administration policies may be obtained from Division of Project Grants Administration, RSA, 330 C Street S.W., Room 1427, Washington, DC 20201.

INFORMATION CONTACTS:

Regional or Local Office: Appropriate Regional R&D Specialist (see appendix for Regional Offices).

Headquarters Office: Executive Director of Research, Rehabilitation Services Administration, Office of Human Development, Office of the Secretary, Department of Health, Education, and Welfare, 330 C Street, S.W., Washington, DC 20201. Telephone: (202) 245-0565.

RELATED PROGRAMS: 13.443, Handicapped Research and Demonstration; 13.445, Handicapped Innovative Programs (Deaf-Blind Centers); 13.450, Handicapped Regional Resource Centers; 13.754, Public Assistance-Social Services; 64.007, Blind Veterans Rehabilitation Centers.

13.629 REHABILITATION TRAINING

FEDERAL AGENCY: OFFICE OF HUMAN DEVELOPMENT, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

AUTHORIZATION: Rehabilitation Act of 1973, Sections 203 and 400, Public Law 93-112, 29 U.S.C. 701 et seq.

OBJECTIVES: To support projects to increase the numbers of personnel trained in providing vocational rehabilitation services to handicapped individuals.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: Training grants are provided only in fields directly related to the vocational rehabilitation of the physically and mentally disabled, such as Rehabilitation Counseling, Rehabilitation Medicine, Physical and Occupational Therapy, Prosthetics-Orthotics, Speech Pathology and Audiology, Rehabilitation of the Blind and the Deaf.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: State vocational rehabilitation agencies, and other public or nonprofit agencies and organizations, including institutions of higher education.

Beneficiary Eligibility: Individuals preparing for employment in the rehabilitation of the physically and mentally disabled.

Credentials/Documentation: Educational institutions receiving grants must be accredited. Cost will be determined in accordance with General Services Administration FMC 74-4.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: Projects involving the direct services to handicapped individuals must be approved by the appropriate State vocational rehabilitation agency. The standard application forms (HEW-608T) as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program.

Application Procedure: Application is made to appropriate Regional Office (listed in appendix, or in the case of projects of unusual National scope, to Director, Division of Grants and Contracts Management, Office of Human Development (RSA), Room 1427, 330 C St., S.W., Washington, DC 20201.

Award Procedure: Continuation grants are awarded by the Director, Office of Rehabilitation Services in the Regional Office. New grants and grants for projects of unusual National Scope are awarded by the Commissioner, Rehabilitations Services Administration (RSA). Notification of grant awards to State and local governments must be made to State Central Information Reception Agency in accordance with Treasury Circular 1082.

Deadlines: Applications must be received by April 15 of each year for support during the next academic year.

Range of Approval/Disapproval Time: 8 to 12 weeks.

Appeals: No formal appeals procedures. If an application is disapproved, the reasons for disapproval will be fully stated. In the case of unsolicited proposals, applicants are free to resubmit applications with attention to the changes suggested by the reasons for disapproval. In the case of solicited proposals, reworking time may be allowed to prepare addenda which clarify various aspects of projects.

Renewals: Renewals are available through regular new application process. Projects may be continued based on an annual review of accomplishments.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: Grantees are required to share in the costs of projects with the proportion subject to individual negotiation.

Length and Time Phasing of Assistance: Projects may extend for a maximum of 5 years.

POST ASSISTANCE REQUIREMENTS:

Reports: Annual progress and fiscal reports are made to RSA. All fiscal reports are mailed to RSA. Periodic reports are made on employment and status of trainees.

Audits: Federal audit after program has been ongoing 1 year.

Records: Proper accounting records must be maintained for 3 years subsequent to audit and until all questions are resolved.

FINANCIAL INFORMATION:

Account Identification: 09-80-1636-0-1-500.

Obligations: (Grants and Research Contracts) FY 75 $22,128,000; FY 76 est $22,200,000; TQ est $5,550,000; and FY 77 est $20,000,000.

Range and Average of Financial Assistance: $5,000 to $200,000; $20,000.

PROGRAM ACCOMPLISHMENTS: Approximately 12,000 persons were assisted under the program during the 1975-1976 academic year.

REGULATIONS, GUIDELINES, AND LITERATURE: 45 CFR Part 402, Subparts A and E; "Program Instruction for Rehabilitation Training Program," February 1, 1975.

INFORMATION CONTACTS:

Regional or Local Office: Director, Office of Rehabilitation Services (See appendix for list of addresses).

Headquarters Office: Director Division of Manpower Development, Rehabilitation Services Administration, Office of Human Development, Department of Health, Education, and Welfare, Washington, DC 20201. Telephone: (202) 245-0079.

RELATED PROGRAMS: 13.627, Rehabilitation Research and Demonstrations.

13.632 DEVELOPMENTAL DISABILITIES-DEMONSTRATION FACILITIES AND TRAINING

(University-Affiliated Facilities)

FEDERAL AGENCY: OFFICE OF HUMAN DEVELOPMENT, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE.

AUTHORIZATION: Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963, Part B; Public Law 88-164, as amended by Public Law 91-517, the Developmental Disabilities Services and Facilities Construction Act of 1970, as amended by Public Law 94-103, the Developmentally Disabled Assistance and Bill of Rights Act of 1975.

OBJECTIVES: To fund administration and operation of demonstration facilities and interdisciplinary training programs for personnel needed to render specialized services to persons with developmental disabilities.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Salaries for administrators, coordinators, and others needed to operate a training facility such as clerical and financial personnel, maintenance and housekeeping personnel, overhead expenses, and expenses required to start up new programs, faculty for training programs which will meet critical manpower shortages and are not eligible for support from other sources. Health-related faculty and traineeship support are not available under this program.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: A public or nonprofit facility which is associated with, or is an integral part of, a college or university and which aids in demonstrating the provision of specialized services for the diagnosis and treatment of persons with developmental disabilities and which provides education and training of personnel needed to render services to the developmentally disabled.

Beneficiary Eligibility: Persons with developmental disabilities attributable to mental retardation, cerebral palsy, epilepsy, or autism.

Credentials/Documentation: Assurance of maintenance of effort, statement of financial resources, especially other federally assisted programs, identification of personnel needs and resources as found in developmental disabilities State Plans for the applicants service area; evaluation of present training programs and utilization of space in the facility.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: Application to be coordinated with State agency; no preapplication form required. Preapplication conference is recommended; consultation and assistance in preparing application available at Regional Offices. The standard application forms as furnished by the Federal Agency and required by General Services Administration FMC 74-7 must be used for this program.

Application Procedure: Forms are available from HEW Regional Offices. Completed form and narrative should be cleared through the State Planning Council for review and comment.

Award Procedure: Proposals are evaluated and grants awarded at HEW Regional Office; recommendations for funds are made by the Director, Developmental Disabilities Office.

Deadlines: April 1 of each year.

Range of Approval/Disapproval Time: 45 to 90 days.

Appeals: None.

Renewals: Renewals must compete with new applications.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: Federal share of project grant awarded may not exceed 75 percent of total cost of project except for poverty areas where the Federal share is 90 percent.

Length and Time Phasing of Assistance: Projects may be recommended for up to 3 years of support. Awards are usually made for a 12 month budget period.

POST ASSISTANCE REQUIREMENTS:

Reports: Annual progress report is required. Fiscal reports are required as prescribed by grant specifications. Final progress report is required upon project completion.

Audits: Subject to audit by HEW audit agency.

Records: Records must be maintained for 3 years.

FINANCIAL INFORMATION:

Account Identification: 09-80-1636-0-1-500.

Obligations: (Grants) FY 75 $4,600,000, FY 76 est $4,373,000, TQ est $1,062,000, and FY 77 est $4,250,000.

Range and Average of Financial Assistance: $25,000 to $413,000, $120,000.

PROGRAM ACCOMPLISHMENTS: Approximately 16,600 trainees in more than 60 disciplines will receive some training in fiscal year 1976. Of these, about 2,500 receive credit toward a professional degree.

REGULATIONS, GUIDELINES, AND LITERATURE: 45 CFR Part 74 Grant Administrative Requirements; program regulation, and guidelines are being developed.

INFORMATION CONTACTS:

Regional or Local Office: Director, Developmental Disabilities Office, HEW Regional Offices (see appendix).

Headquarters Office: Director, Developmental Disabilities Office, Office of Human Development, Department of Health, Education, and Welfare, Washington, DC 20201. Telephone: (202) 245-0335.

RELATED PROGRAMS: 13.630, Development Disabilities-Basic Support; 13.631, Developmental Disabilities-Special Projects.

17.218 EMPLOYMENT AND TRAINING RESEARCH-DOCTORAL DISSERTATION GRANTS

(Small Grants)

FEDERAL AGENCY: EMPLOYMENT AND TRAINING ADMINISTRATION, DEPARTMENT OF LABOR

AUTHORIZATION: Title III of The Comprehensive Employment and Training Act of 1973.

OBJECTIVES: To provide financial support for doctoral dissertation research in the employment and training field.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: These grants support dissertation research of graduate students who have completed all requirements for the doctoral degree except the dissertation. The research area must be related to the field of employment and training.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Any doctoral candidates through their academic institution offering doctoral degrees in areas of study which relate to the employment and training field may apply for support under this program.

Beneficiary Eligibility: Any graduate student at the applicant academic institution who has completed all doctoral degree requirements except the dissertation in a field related to employment and training.

Credentials/Documentation: Doctoral candidates must have proof of completion of all the requirements for the doctoral degree except the dissertation in an accredited academic institution.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: None.

Application Procedure: Made in the form of a proposal made pursuant to announcements circulated to academic institutions, in accordance with guidelines published in "Manpower Research and Development Projects," obtainable from the ETA. Comments on proposals are obtained from offices in the U.S. Department of Labor and from other agencies. Subsequently, a nongovernmental panel makes selection recommendations.

Award Procedure: Described in guidelines and in accordance with conditions published in "Manpower Research and Development Projects." Notification to award is made to the applicant institution and the doctoral candidate.

Deadlines: Closing dates for applications are March 1, June 1, September 1, and December 1.

Range of Approval/Disapproval Time: From 2 to 3 months.

Appeals: Resubmittal of disapprovals is at discretion of Small Grants Review Panel and DOL; resubmittals can be unsolicited.

Renewals: Grant Renewals are possible. Total grant period not to exceed 2 years, subject to availability of funds, showing reasonable progress. Requests for such renewals to be submitted not later than 1 month before the expiration of date of grant award.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: It is required that academic institutions make a more than token contribution to the cost of the project in accordance with General Services Administration Circular FMC 73-3.

Length and Time Phasing of Assistance: The amount of the grant support period runs from 1 year to a maximum of 2. Advance payment to grantee is 90 percent of total project cost which is given at the time the grant is fully executed; the balance is paid upon completion of the project and receipt of final report.

POST ASSISTANCE REQUIREMENTS:

Reports: Ten copies of the final report resulting from the dissertation research are required.

Audits: None required; however, grantee institution is subject to grant auditing for up to 3 years from the date of final payment on grant.

Records: Accounting records are required to be available for audit by Government representatives and must be retained for 3 years. Itemization of all supporting records of grant expenditures, including grantee contributions, must be in sufficient detail to show the exact nature of the expenditures.

FINANCIAL INFORMATION:

Account Identification: 12-05-0174-0-1-504.

Obligations: (Grants) FY 75 $375,900, FY 76 est $400,000, TQ est $100,000, and FY 77 est $400,000.

Range and Average of Financial Assistance: $2,500 to $15,000; $11,000. Maximum support of grant direct cost is $10,000.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1975, accomplishments included doctoral dissertations in progress on 112 grants. Of the 127 proposals received, 36 new grants were awarded and 40 final reports completed. In 1976, about 111 grants will be active. Approximately 120 proposals will be received, and about 40 new grants awarded and 40 final reports completed. In fiscal year 1977, it is estimated that the same activity level will occur.

REGULATIONS, GUIDELINES, AND LITERATURE: Manpower Research and Development Projects- no charge.

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Director, Office of Research and Development, ETA, U.S. Department of Labor, Washington, DC 20213. Telephone: (202) 376-7243.

RELATED PROGRAMS: 17.219, Employment and Training Institutional Grants; 17.221, Employment and Training Small Grant Research Projects.

17.219 EMPLOYMENT AND TRAINING INSTITUTIONAL GRANTS

FEDERAL AGENCY: EMPLOYMENT AND TRAINING ADMINISTRATION, DEPARTMENT OF LABOR

AUTHORIZATION: Title III of the Comprehensive Employment and Training Act of 1973.

OBJECTIVES: To assist academic institutions in developing human resources educational programs aimed at strengthening the technical abilities of State and local level employment and training staff, and assuring a future source of skilled planners, evaluators and administrators.

TYPES OF ASSISTANCE: Project Grants.

USES AND USE RESTRICTIONS: Grants awarded in 1966 and 1970 were used to augment staff, conduct manpower research, attract high quality students to the manpower field and introduce new manpower courses and curriculums. Grants awarded in 1974 are being used to design and implement courses and curriculums for training skilled personnel needed to administer employment and training programs in states and local communities.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Accredited institutions of higher education in any of the states of the United States, its territories, or possession may apply if they grant bachelor's or higher degrees in the social or behavioral sciences, or in any other disciplines relevant to manpower.

Beneficiary Eligibility: Same as applicant eligibility.

Credentials/Documentation: Listing in the Education Directory of the Office of Education.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: None.

Application Procedure: Made in the form of a proposal submitted pursuant to announcements circulated to academic institutions, in accordance with guidelines obtainable from the Employment and Training Administration. Comments on proposals are obtained from offices in the U.S. Department of Labor and from other agencies. Subsequently, a non-governmental panel reviews all proposals and makes recommendations for awards.

Award Procedure: Described in Guidelines for Submission of Applications for Employment and Training Institutional Grants. Notification of grant award is made to the applicant institution.

Deadlines: April 1, 1974. Program presently closed. Earliest probable date of next reopening will be in fiscal year 1978.

Range of Approval/Disapproval Time: 2 to 3 months.

Appeals: None.

Renewals: None.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: The amount of the institutional contribution relative to the total grant budget is a significant determinant in the selection of awards. Such contributions shall conform to the requirements of General Services Administration FMC 73-3.

Length and Time Phasing of Assistance: Planned for a total of 4 years. Grants are renewable annually, depending on availability of funds and the performance of the grantee.

POST ASSISTANCE REQUIREMENTS:

Reports: Annual progress reports.

Audits: None, required. However, grantees are subject to Federal audit for 3 years from the date of final payment.

Records: Must be available for Federal audit and retained for 3 years from the date of final payment or until grantee is notified by the grant officer that they may be disposed of. Itemization of all supporting records of grant expenditures, including grantee contribution, must be in sufficient detail to show exact nature of expenditures.

FINANCIAL INFORMATION:

Account Identification: 12-05-0174-0-1-504.

Obligations: (Grants) FY 75 $1,416,516; FY 76 est $1,459,000; TQ est $0; and FY 77 est $1,450,000.

Range and Average of Financial Assistance: For schools whose grants became effective July 1, 1974 $100,000 a year, except that 3 schools with significant minority student enrollments received $150,000 a year.

PROGRAM ACCOMPLISHMENTS: At the 12 schools which received grant support from 1970 to 1974, over 200 students received substantial financial aid derived from grant funds and another 1,700 students were active in manpower center programs. Growth of the schools' manpower research programs resulted in part from their increasing success in attracting outside research funds by using the grant to support pilot studies and other research activities. After 1 1/2 years of support, all 13 of the current MIG projects are fully operational. Courses developed and introduced during the first grant year are attracting growing numbers of students, including a substantial proportion of employment and training program employees. Several of the schools have integrated human resources studies into their existing degree programs by creating areas of concentration in manpower for bachelor's or master's degrees. At the same time, the schools are bringing their knowledge of human resources into the sphere of decisionmakers and action agencies by offering noncredit workshops and seminars on and off campus for employment and training program employees. After 1 1/2 years of support, all 13 current MIG projects are fully operational. Within the school's regular degree programs, the 65 courses developed since inception of the 11 Grants have enrolled a total of approximately 2,000 students, nearly 1/2 of whom were employment and training program personnel from agencies at the regional, State, and local community levels. Non-credit workshops, seminars, and conferences on and off campus for action agency employees have attracted nearly 3,000 participants. There will be some further development of Manpower Courses in the next two years, but the basic credit educational programs are now in place, with total enrollment for all courses developed under the grants estimate at 1,500 to 2,000 a year. Non-credit workshops, seminars, and conferences are expected to reach approximately 1,000 employment and training agency employees a year.

REGULATIONS, GUIDELINES, AND LITERATURE: Manpower Research and Development Projects, The Manpower Research Institutional Grants Program; A Progress Report 1966-71; Guidelines for Submission of Applications for Employment and Training Institutional Grants (no charge for any of these publications).

INFORMATION CONTACTS:

Regional or Local Office: Not applicable.

Headquarters Office: Director, Office of Research and Development, Employment and Training Administration, Department of Labor, Washington, DC 20213. Telephone (202) 376-7335.

RELATED PROGRAMS: None.

17.221 EMPLOYMENT AND TRAINING RESEARCH SMALL GRANT RESEARCH PROJECTS

(Small Grants)

FEDERAL AGENCY: EMPLOYMENT AND TRAINING ADMINISTRATION, DEPARTMENT OF LABOR

AUTHORIZATION: Title III of the Comprehensive Employment Training Act of 1973

OBJECTIVES: To broaden and strengthen national and local manpower research and operating program capability through grants to public and private nonprofit academic institutions and research organizations, principally for postdoctoral research

TYPES OF ASSISTANCE: Project Grants

USES AND USE RESTRICTIONS: Research project grants support innovative or exploratory research projects or research related activities in the manpower field

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Academic institutions and other public and private nonprofit organizations may apply

Beneficiary Eligibility: Principal investigators affiliated with applicant institutions

Credentials/Documentation: All academic institutions must be accredited

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: None

Application Procedure: Made in the form of a proposal completed in accordance with guidelines obtainable from the ETA. Comments on proposals are obtained from offices in the U.S. Department of Labor and from other agencies. Subsequently, a nongovernmental panel makes selection recommendations

Award Procedure: Described in guidelines and under conditions appearing in publication in "Manpower Research and Development Projects," obtainable from the office indicated below. Notification of grant award is made to applicant institution and the principal investigator

Deadlines: Closing dates for applications are March 1, June 1, September 1, and December 1

Range of Approval/Disapproval Time: 2 to 3 months

Appeals: Resubmittal of disapprovals is at discretion of Small Grants Review Panel and DOL; resubmittals can be unsolicited

Renewals: Grants renewable for 1 year, subject to availability of funds, reports showing reasonable progress, and application for renewal must be submitted at least 1 month before expiration of initial grant

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: In accordance with General Services Administration FMC 73-3, participation in the costs of research supported by Federal grants, the grantee institution must share in the total cost of the project on more than a token basis

Length and Time Phasing of Assistance: A maximum of 2 years. Advance payment to grantee is 90 percent of total amount of the grant project cost which is given at the time the grant is fully executed and balance is paid upon completion of the project and receipt of final report and financial statement

POST ASSISTANCE REQUIREMENTS:

Reports: Ten copies of the final report resulting from the research are required

Audits: None required; however grantee institution is subject to auditing for up to 3 years from date of final payment on grant

Records: Accounting records are required to be available for audit by government representatives and must be retained for 3 years. Itemization of all supporting records of grant expenditures including grantee contributions must be in sufficient detail to show the exact nature of the expenditure.

FINANCIAL INFORMATION:

Account Identification: 12-05-0174-0-1-504

Obligations: (Grants) FY 75 $109,000; FY 76 $100,000; TQ est $25,000; and FY 77 est $100,000

Range and Average of Financial Assistance: $2,500 to $26,000; $11,000. Maximum support of grant direct costs is $15,000

PROGRAM ACCOMPLISHMENTS: In fiscal year 1975, accomplishments included research projects in progress on 26 grants. Six new grants were awarded and 9 final reports were completed. In fiscal year 1976, about 24 research projects will be in progress including approximately 8 new grants awarded and 5 grants completed. In fiscal year 1977, it is estimated that the same activity level will occur

REGULATIONS, GUIDELINES, AND LITERATURE: Manpower Research and Development Projects, issued annually, no charge

INFORMATION CONTACTS:

Regional or Local Office: Employment and Training Administration regional offices listed in the appendix

Headquarters Office: Office of Manpower Research and Development, Employment and Training Administration, Department of Labor, Washington, DC 20213. Telephone: (202) 376-7243

RELATED PROGRAMS: 17.218, Employment and Training Research Doctoral Dissertation Grants; 17.219, Manpower Institutional Grants

17.232 COMPREHENSIVE EMPLOYMENT AND TRAINING PROGRAMS

(Comprehensive Employment and Training Act of 1973, as Amended)

FEDERAL AGENCY: EMPLOYMENT AND TRAINING ADMINISTRATION, DEPARTMENT OF LABOR

AUTHORIZATION: Titles I, II and Section 304 (a)(3) of the Comprehensive Employment and Training Act, Public Law 93-203, 87 Stat. 839. Also the Emergency Jobs and Unemployment Assistance Act of 1974, Public Law 93-567, 88 Stat. 1845 which amends Public Law 93-203 by adding a new Title VI.

OBJECTIVES: To provide job training and employment opportunities for economically disadvantaged, unemployed, and underemployed persons and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible and decentralized system of Federal, State, and local programs.

TYPES OF ASSISTANCE: Formula Grants, Project Grants.

USES AND USE RESTRICTIONS: Title I - This program is directed to providing training and employment opportunities to the unemployed, underemployed, and disadvantaged. Program activities are: Class-room Training, On-the-Job Training, Public Service Employment, Work Experience, Services to Clients, and other allowable activities. Public Service Employment is subject to the restrictions under Title II. In addition to prime sponsor allocations, specific funds are allocated to governors for: (1) State Vocational Education agencies to provide their services to prime sponsor areas, (2) costs incurred in staffing and servicing State manpower services councils, and (3) provision of State-wide manpower services. Title II - This program provides transitional employment to unemployed or underemployed persons residing in areas of high unemployment in jobs which provide public services. Ninety percent of the funds made available must be used to pay wages and fringe benefits to participants. Funds may not be used for supplies, equipment, or other property except in specified training situations. Title II funds may be used to finance Title I program activities in which case most Title II restrictions do not apply. Section 304 (a)(3) - This program provides employment, training, counseling and job preparation for economically disadvantaged youths during summer months. Title VI - This program is directed to providing temporary public service employment for unemployed and underemployed persons. Preferred consideration is given to workers who have exhausted all unemployment compensation or are not eligible for it and workers who have been without a job 15 weeks or longer. The program is subject to the restrictions under Title II, except in areas of excessively high unemployment where some of the Title II restrictions are waived.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Title I - States, units of general local government having a population of 100,000 or more, consortia of local government units, at least one of which has a total population of 100,000 or more, units of local government which are considered eligible by the Secretary because of special circumstances, and a limited number of Concentrated Employment Program grantees in existence at time of enactment (December 1973). Title II - Applicants qualified under Title I and Indian tribes on Federal or State reservations, either of which contain areas of substantial (6.5 percent or more) unemployment. Section 304 (a)(3) Summer Program Applicants qualified under Title I and Indian Tribes on Federal or State Reservations. Title VI - Applicants qualified under Title I and Indian Tribes on Federal or State reservations.

Beneficiary Eligibility: Title I - Economically disadvantaged, unemployed, or underemployed persons. Title II - Persons unemployed for 30 days prior to application or underemployed, and residing in an area of substantial unemployment. Section 304 (a)(3) - Summer Program-Economically disadvantaged youth 14 through 21 years of age. Title VI - Persons unemployed for 30 days prior to application (except in areas of excessively high unemployment in which case persons need only be unemployed 15 days) or be underemployed.

Credentials/Documentation: Prime sponsor must sign assurances and certification that it will comply with the Act, applicable regulations, OMB Circular No. A-95 and that cost will be determined in accordance with General Services Administration Federal Management Circular FMC 74-4. For consortia, a copy of the consortium agreement must be provided. A Comprehensive Manpower Plan must be submitted, development of which utilizes input from advisory councils appointed by the prime sponsor. The composition of the required advisory council must be included as part of the prime sponsor's plan.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: Applicants submit a notification of intent to apply for a grant to the Regional Administrator for the Employment and Training Administration (RA), the governor, and appropriate A-95 clearinghouses. The standard preapplication forms as furnished by the Federal agency and required by General Services Administration FMC 74-7 must be used for this program. Applications will be reviewed under procedures of OMB Circular A-95, Part I (revised).

Application Procedure: Applicants which have been designated as prime sponsors and eligible to receive funds will be furnished a grant application package which is to be submitted to the RA with copies to the governor and appropriate State and area-wide A-95 clearinghouses. A summary of the application will be published in three consecutive issues (except for Title VI which requires publication in only one issue) of a general circulation newspaper. Copies of the summary will be provided to appropriate units of general local government, Indian prime sponsors, and to labor organizations where appropriate. The grant package consists of the grant face sheet prescribed by FMC 74-7, a narrative description of the program, and modified FMC 74-7 budget and program plans. All necessary grant package forms and explanatory material are found in the Forms Preparation Handbook, issued in May 1975.

Award Procedure: The award is made by the Regional Administrator for Employment and Training Administration. Notification of grant award must be made to the designated State Central Information Reception Agency in accordance with Treasury Circular No. 1082.

Deadlines: Each prime sponsor applicant shall submit its grant application to the RA on or before the date set by the Secretary.

Range of Approval Disapproval Time: No application shall be disapproved until prime sponsor has been given not less than 30 days to remedy defect found in the application.

Appeals: Final disapproval of an application or plan must not be made without affording the eligible applicant opportunity for a Hearing.

Renewals: For Title I and II, 12 month extensions by modification of existing grant at discretion of the Secretary of Labor.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: Title I - 80 percent of available funds are allocated to prime sponsors according to the following formula: prime sponsor's proportion of 1) employment and training funds obligated in the prior fiscal year (50 percent); 2) total number of unemployed persons in all prime sponsor's areas (37 1/2 percent); 3) number of adults in low income families (12-1/2 percent). Individual prime sponsor allocations are adjusted to assure that no prime sponsor will receive more than 150 percent of the manpower funds obligated by the Secretary for its area in the prior fiscal year nor less than 50 percent of the amount determined using the above formula or 90 percent of the manpower funds allotted to its area for the prior fiscal year. States are allocated one percent of the amount allocated by the formula for the cost incurred in staffing and servicing required State manpower services councils, 4 percent of the total Title I funds for statewide manpower services, and 5 percent of total Title I funds to provide financial assistance for vocational education. Title II - At least 80 percent of the funds available are allocated among eligible applicants based on the proportion of unemployed persons residing in each area of substantial unemployment to all such areas' unemployed. Section 304 (a)(3) - Summer Program-Funds are allocated generally on the same basis as funds for Title I programs. For 1975 an adjustment was made to insure that each sponsor area received at least the same number of enrollment opportunities that were available in the previous year. Title VI - Not less than 90 percent of the funds appropriated are allotted as follows: (a) 50 percent in proportion to each area's share of unemployed persons, (b) 25 percent in proportion to the area's share of unemployed persons in excess of 4.5 percent of the labor force; and (c) 25 percent among areas of substantial (6.5 percent for 3 consecutive months) unemployed as defined in Title II of CETA.

Length and Time Phasing of Assistance: Funds are allocated each fiscal year based on 1970 official Census or certified updates determined adequate by the Secretary. Allocations made to prime sponsors are published in the Federal Register as soon as possible after enactment of any fiscal year appropriation.

POST ASSISTANCE REQUIREMENTS:

Reports: The Report of Federal Cash Transactions required under General Services Administration FMC 74-7 is to be used in this program. A Program Status Summary and Financial Status Report and a Quarterly Summary of Participant Characteristics is also required.

Audits: Audits of prime sponsors will normally be conducted annually but not less than once every two years by city or State auditors, or certified or licensed public accountants. Prime sponsors are responsible for the audit of sub-grantees and contractors. All audits will be conducted in accordance with the Standards for Audit of Governmental Organizations, Programs, Activities and Functions issued by the Comptroller General of the United States and any audit guide (s) issued by the USDOL for this program.

Records: Prime sponsors are required to maintain adequate records of financial transactions, program activities, and participant characteristics in accordance with the requirements of FMC 74-7.

FINANCIAL INFORMATION:

Account Identification: 12-05-0174-0-1-504.

Obligations: (Grants) FY 75 Titles I, II, Summer Program (III), and VI $3,516,272,000; FY 76 est. Titles I, II, Summer Program (III), and VI $4,197,928,000; TQ est. Titles I and II $495,400,000; and FY 77 est. Titles I, II, and Summer Program (III), $2,380,000,000.

Range and Average of Financial Assistance: No established range, based on formula allocations.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1975, were 1,100,000 new enrollees under Title I, 231,000 under Title II, and 158,000 under Title VI. In fiscal year 1975, there were 840,000 summer funded positions. In fiscal year 1976 (estimated), 1,300,000 enrollees are expected under Title I, 51,000 under Title II, 271,000 under Title VI, and 740,000 summer funded positions.

REGULATIONS, GUIDELINES AND LITERATURE: 29 CFR 94-96 and 98, Federal Register of May 23, 1975, for Title I and Title II regulations; and 29 CFR 99, Federal Register of January 30, 1975, for Title VI. Forms Preparation Handbook, 1975, and various technical assistance guides available at the locations shown below.

INFORMATION CONTACTS:

Regional or Local Office: Contact appropriate Regional Employment and Training Office listed in appendix.

Headquarters Office: Employment and Training Administration, U.S. Department of Labor, 601 D Street, N.W. Washington DC 20213. Telephone: (202) 376-6366.

RELATED PROGRAMS: 13.403, Bilingual Education, 13.410, Dropout Prevention, 13.429, Educationally Deprived Children - Migrants, 13.493, Vocational Education - Basic Grants to States, 17.226, Work Incentives Program.

17.233 EMPLOYMENT AND TRAINING RESEARCH AND DEVELOPMENT PROJECTS

FEDERAL AGENCY: EMPLOYMENT AND TRAINING ADMINISTRATION, DEPARTMENT OF LABOR

AUTHORIZATION: Title III of the Comprehensive Employment and Training Act of 1973, Part C, Title IV of the Social Security Act, as amended.

OBJECTIVES: To support employment and training studies needed to develop policy and programs for achieving the fullest utilization of the Nation's human resources, to develop, through actual project operation, new ideas and improved techniques, and to demonstrate the effectiveness of specialized methods in meeting the manpower, employment, and training problems of particularly worker groups difficult to employ.

TYPES OF ASSISTANCE: Project Grants (Contracts).

USES AND USE RESTRICTIONS: (1) Research projects are for the purpose of development of employment and training knowledge with special emphasis on generalized policy and program applications. Studies may be limited to special areas only where they can be shown to provide a basis for generalized conclusions or to have application over a wide area. (2) Although service is not the primary function of experimental and demonstration projects, the demonstration population participating in them receives services specific to the project design. Projects focus on distinctive manpower or employment problems which are not being met effectively by established employment and training service programs and try to determine how to meet such problems through new techniques. Funds can be used to finance all operating costs required by specified project designs (such as administrative costs, training, counseling, recruiting, job development, and placement). (3) Experimental and demonstration funds are concentrated on developing new techniques which might significantly guide overall manpower policy and programming. They are not available to extend methods developed in some areas or occupation (even though such projects might have distinctive elements and be useful for the particular area), or to make up for what essentially are inadequacies in the level of resources available for manpower programs. Research and development projects facilitating the implementation of CETA objectives of State and local employment and training program operations are encouraged. Such projects should be of general applicability.

ELIGIBILITY REQUIREMENTS:

Applicant Eligibility: Academic institutions, State and local government organizations and other organizations and individuals capable of fulfilling the objectives of the programs. There are no formal guidelines or conditions grantees must meet other than that they have demonstrated financial responsibility and competence to fulfill the terms of the contract or grant.

Beneficiary Eligibility: In the case of research projects beneficiary eligibility is same as applicant eligibility. With respect to experimental and demonstration projects, eligibility is determined by the specific design of each project; this is a function of the objectives of the project and the characteristics of the target group.

Credentials Documentation: See applicant eligibility and beneficiary eligibility. For the conduct of research projects all academic institutions must be accredited.

APPLICATION AND AWARD PROCESS:

Preapplication Coordination: None.

Application Procedure: (1) Research Projects — made in the form of a proposal that complies with specific guidelines obtainable from the Employment and Training Administration Office of Research and Development. (2) Experimental and Demonstration projects — preliminary proposals or full formal proposals may be submitted directly to headquarters office. No specific form is required. For some types of projects, Research, Demonstration, and Experimentation requests for procurement may be issued; these specify application procedures for the particular project.

Award Procedure: No special procedural steps, consultation with affected agencies or organizations developed on project by project basis. See procedure described in guidelines published in Manpower Research and Development Projects. See "Regulations, Guidelines, and Literature" below.

Deadlines: Not applicable.

Range of Approval Disapproval Time: 45 to 90 days.

Appeals: Not applicable (except in cases when RFP is used).

Renewals: Extensions available upon approval, or refunding may be negotiated.

ASSISTANCE CONSIDERATIONS:

Formula and Matching Requirements: In certain instances the performing organizations are required to make a more than token contribution to the total cost of the project in accordance with General Services Administration FMC 73-3.

Length and Time Phasing of Assistance: Normally 1 to 2 years.

POST ASSISTANCE REQUIREMENTS:

Reports: Each grantee is required to file periodic progress reports, and at the end of the grant period each grantee is required to submit up to 200 copies of a formal extensive final report on project activities and conclusions.

Audits: Subject to audits by the U.S. Department of Labor, other authorized Government agencies, or independent public accountants selected by USDOL, conducted in accordance with the "Standards for Audit of Governmental Organizations, Programs, Activities and Functions" issued by the Comptroller General of the U.S. and any audit guide(s) issued by USDOL for this program.

Records: Contractor and/or grantee is required to maintain, books, records, documents, and other evidence of accounting procedures and practices, sufficient to reflect properly all direct and indirect cost of whatever nature, claimed to have been incurred for the performance of the contract or grant. Records are to be retained for 3 years from the date of final payment or until the grant officer authorizes earlier disposal.

FINANCIAL INFORMATION:

Account Identification: 12-05-0174-0-1-504.

Obligations: (Grants) FY 75 $13,056,500; FY 76 est $12,323,000; TQ est $3,080,700; and FY 77 est $12,323,000.

Range and Average of Financial Assistance: $1,000 to $1,000,000; $175,000. Research projects average somewhat less than experimental and demonstration projects.

PROGRAM ACCOMPLISHMENTS: In fiscal year 1975, approximately 100 new R&D or major modifications of existing projects were initiated. In fiscal year 1976, approximately 90 refunding and new R&D projects will be funded. Program activities estimated for fiscal year 1977, project 96 new and continuing undertakings.

REGULATIONS, GUIDELINES, AND LITERATURE: "Manpower Research and Development Projects," issued annually, no charge. Available from headquarters office listed below.

INFORMATION CONTACTS:

Regional or Local Office: Contact the appropriate Employment and Training Administration regional office listed in the appendix.

Headquarters Office: Director, Office of Manpower Research and Development, (ETA), Department of Labor, Washington, DC 20213. Telephone: (202) 376-7355.

RELATED PROGRAMS: None.